

SEP 23 1924

Proceedings

OF THE
THIRTY-SEVENTH ANNUAL
CONVENTION

of

The Association of Colleges *and* Preparatory Schools

in the Middle States and
Maryland

1923

Held Under the Joint Auspices of

LEHIGH UNIVERSITY *and* MORAVIAN COLLEGE

Friday and Saturday

November 30 and December 1, 1923

PUBLISHED
BY THE ASSOCIATION

1924

NOTICE

Extra copies of the Proceedings of the Association may be secured without charge from the Secretary by any officer of a College or School holding membership in the Association.

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The next Convention of the Association will be held at Washington, D. C., under the auspices of the Colleges and Schools of Washington, on the Friday and Saturday following Thanksgiving, 1924.

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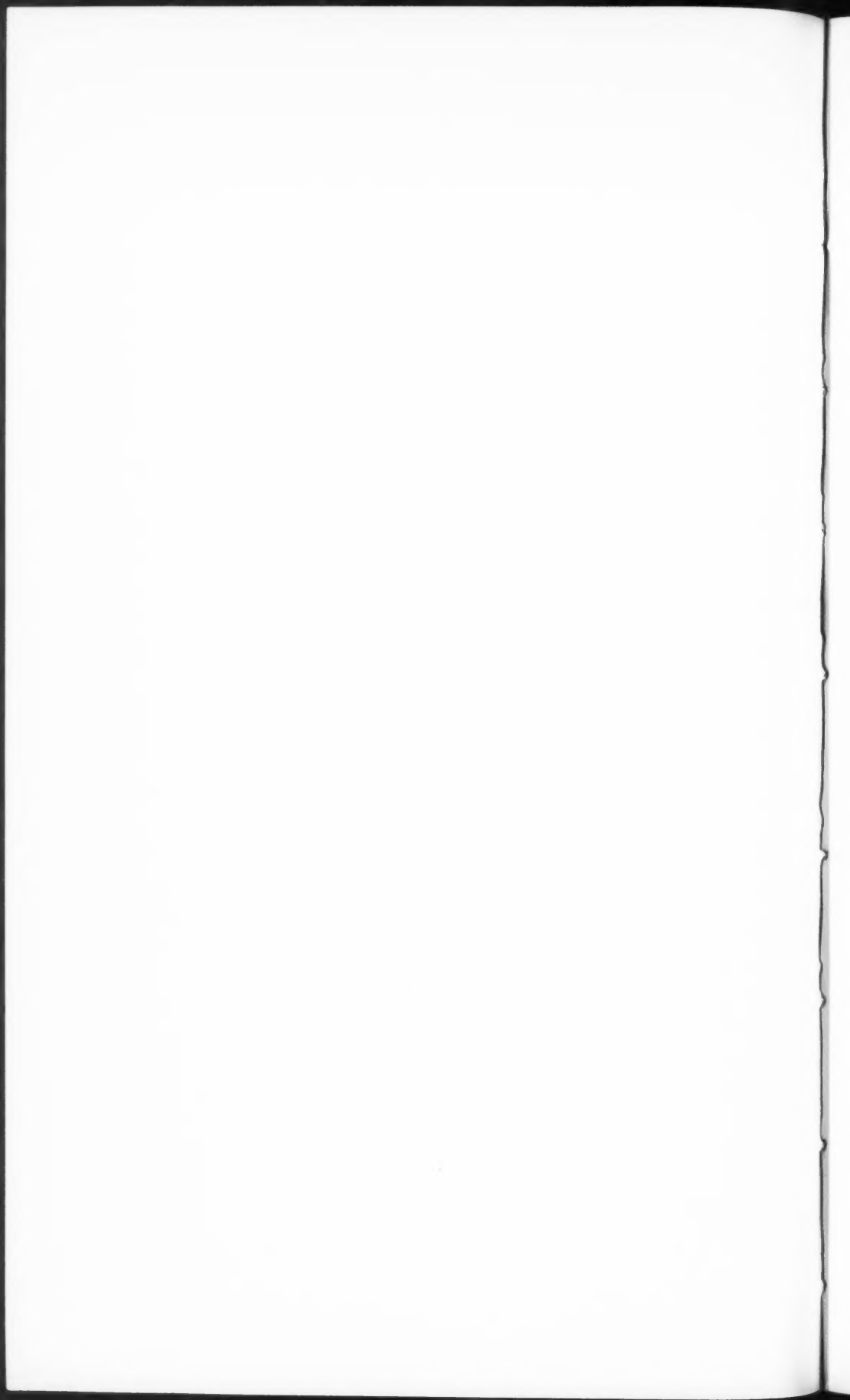
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The Secretary of the Association.



FRIDAY MORNING SESSION

November 30, 1923

Chapel, Lehigh University

ADDRESSES OF WELCOME

DR. CHARLES RUSS RICHARDS, President of Lehigh University

President Farrand, Members of the Association of Colleges and Secondary Schools of the Middle States and Maryland. I was very much impressed by the proclamation issued by President Coolidge setting aside last week as "Education Week." While I know that each of you has read this document, it contains two paragraphs which may well be reread.

President Coolidge expressed an old idea in a splendid form, when he said:

"Our country adopted the principle of self government by a free people. Those who were worthy of being free were worthy of being educated. Those who had the duty and responsibility of government must necessarily have the education with which to discharge the obligations of citizenship; the sovereign had to become the people; the sovereign had to be educated."

Again in the course of this proclamation, President Coolidge says:

"Every American citizen is entitled to a liberal education. Without this there is no guarantee for the permanence of free institutions, no hope of perpetuating self-government. Despotism finds its chief support in ignorance. Knowledge and freedom go hand in hand."

It seems to me particularly fitting, therefore, that this week, immediately following "Education Week," a group of educators representing the secondary schools and the colleges of these great eastern states, should get together for the consideration of problems vitally affecting education and the interests of educational institutions.

In a way, the need of education is accepted, I think, by every American citizen. In a way, every American citizen is interested in it. If he is not, he should be, because of course in the publicly supported institutions at least he is sure to pay the bills. There are times when the value of education is challenged, as was done last year in the very interesting report that Dr. Pritchard issued, the last annual report of the Carnegie Foundation, which contains

a scathing arraignment of both secondary and higher education in America, which I think was not entirely fair. For instance in looking over his statement of the enormous increase in the cost of secondary education, in which he found that, on the basis of the enrollment in secondary schools in 1890 as compared with 1920, there was an increase of 69 per cent. in enrollment, while the increase in cost was 615 per cent. On the face of it that increase seemed enormous; but knowing that my own exchequer, while it has increased during that period, does not seem to buy as much as it did thirty years ago, I examined the figures, and discovered that, on a per capita basis, in 1890 the cost of education was \$10.80 in the secondary schools of the United States, and in 1920, \$45.50. During that interim, however, according to the index figures of the United States Bureau of Labor, if the dollar of 1890 was a one hundred cent dollar, the dollar of 1920 was worth 35.8 cents; and according to Dunn's computation, it was only 25 cents. Making the comparison on the basis of the relative purchasing value of the dollar of these two periods, if the per capita cost in 1890 was \$10.80, it was, according to the figures of the United States Bureau of Labor, that is, the relative measure of values, \$17.50, in 1920; or, accepting Dunn's figures, \$11.35 per capita. Now, I take it that with the vast changes which have taken place during this thirty year period in our ideals of what education, both secondary and higher education, should be, these figures do not represent a particularly large increase in actual cost on a comparable basis. Yet I have no doubt that educators generally will be constantly confronted with the difficulties which come up as a result of the enormously increasing expenditures for education, and with the challenge as to the efficiency of our educational processes.

It is particularly gratifying to those of us who are interested in higher education that this group of people representing both secondary and higher education, gets together occasionally for consideration of problems of mutual interest. Unfortunately, and all too frequently, we who are interested in college work are prone to criticize the secondary schools for their failure to do the things which we think they should do; and perhaps, equally unfortunately, the secondary schools do not always recognize that the colleges have some things in common with them, that

they represent, as one of my old friends used to put it, the thirteenth, fourteenth, fifteenth and sixteenth grades of the great educational system of the United States.

Lehigh University, with its sister institution, the Moravian College for Men, is indeed very highly honored at having you here today, at being hosts to this Association. We are sorry that we have been unable to control the weather so well as we were able to control the program. We had hoped that during your brief stay in Bethlehem you would form a most favorable impression of this quaint old city, and of the institutions of learning situated therein. We trust, however, that before you leave, you will have an opportunity to inspect these institutions. I extend a very hearty welcome to you, in behalf of Lehigh University, and I wish to express the hope that you may find time to see something of this institution, which, while it has excellent colleges of arts and science, and of business administration, has been chiefly famous as one of the pioneer technical schools of America.

I trust that the meeting will be an entirely profitable one, and that you will go away feeling that your visit to Bethlehem has been a profitable one.

ALBERT RAU, Dean of Moravian College

President Farrand, it is a great regret on my part that President Hamilton can not appear here in person to extend to your Association of the long name such greetings as Moravian College may offer on this occasion. As you may judge from the significance of the remarks you have just heard, the center of gravity of the educational body in this city lies not very far from where we are sitting and standing, on this campus. Lehigh University is, from the view of this city, perhaps one of the newer institutions. It is passing up toward its sixth decade. The miniature college that I have the pleasure here to represent, and for which I am extending greetings, has lived in this city just twice as long, and yet in that long time it has perhaps—we confess it—under no possibility the same tremendous international weight that Lehigh University has. And yet it is a great gratification to us to be able to welcome you on this occasion, and to ask you to visit the buildings of the institution that we represent. And we

sincerely trust that welcome may be cordial enough for you to accept it earnestly.

A long tradition of history brings about crystalized ideals, and you will probably recognize in the—perhaps you will call it—old-fashioned place that you may visit tomorrow, the crystallization of a very few of those distinguished ideals that history has connected, year by year, with a rather interesting and continuous growth, from the founding of this city to the period at which the city was opened up to the general use of the business and culture of the country some eighty or ninety years ago. There may be those of you who know little of this history. There may be some few of you who would like to hear something about it. For that reason, we have procured the services of an unquestionably capable cicerone, Mrs. J. Upton Myers, of whose work in print you may have heard, and she will pilot an historical pilgrimage from the Hotel Bethlehem tomorrow morning at 8:30. If you wish to join that pilgrimage, be ready in the south end of the hotel lobby at that time, when the pilgrimage will start, covering a distance of only a few blocks. There will be no great labor involved in it, and I can assure you that Mrs. Myers' mind, stored as it is with a mass of human details of the old times, and the meaning of those times, will make a very interesting trip for you.

Let me repeat, then, that Moravian College takes great pleasure in joining with Lehigh University in welcoming you to this meeting, and to all the benefits, if you may so put it, that may be found for you in the arrangements that have been made in this city; and I trust your stay here may be not only profitable, but enjoyable.

RESPONSE

President LIVINGSTON FARRAND, Cornell University, President of the Association

President Richards and Dean Rau, this Association responds with both enthusiasm and appreciation. I am sure the Association will gain profit from its meeting in Bethlehem and I am not sure but that we might insinuate the possibility that Bethlehem may derive a certain measure of profit from the meeting of the Association within its boundaries. After all, mutual ventilation is a very desirable thing, and we have all come to realize that there is

no activity which gets more of it than the educational system. We are ventilated both from within and from without. I am inclined to think that the scrutiny which we get from the inside in our educational work is getting to prove the more helpful. We get a very vociferous criticism from the outside, of course, because there is no one in the country who thinks at all who does not have certain definite ideas and convictions with regard to education.

It is, in a way, a very wholesome thing that this is so, but unfortunately, most of this scrutiny from the outside and much of that from the inside is directed towards details of operation, details of method. We are very apt to lose sight in our discussions of the inevitable confusion and uncertainty in any great fundamental civic activity like the educational system of the United States. For what is it, ladies and gentlemen, except one of those fundamental activities in a democracy which must change with the developments of the democracy it was founded to serve? A moment's reflection will suffice to show that with the kaleidoscopic development of the American nation with the resultant uncertainty in political life, in economic life, and in social life, it is inevitable that any fundamental part of that democracy like education will necessarily partake of uncertainty. That uncertainty, however, should apply to method and not to ideals, and there is danger at times that those of us concerned in the profession of teaching shall become so absorbed in the consideration of the methodology of the practice that we tend either to submerge or to lose sight of the fundamental purposes of education. It is for that reason that I welcome particularly an organization like this, or a program such as we have before us this year, in which, while the details of the teaching problem are discussed with truly expert eye in the group meetings, we do not, in our general meetings of the Association, lose sight of the ultimate purposes and ideals of education.

We meet in Bethlehem, Dr. Richards and Dean Rau, with not only great pleasure, but with anticipations of profit which I am certain the results of the next two days will make a reality.

ARE SCHOOLS SUCCESSFULLY PREPARING FOR CITIZENSHIP?

1. President CHEESMAN A. HERRICK, of Girard College

Mr. President, Ladies and Gentlemen: Answering the question set for this discussion categorically and dogmatically, I would say, No. If it were true that the schools were successfully preparing for citizenship, this topic would not be set for our discussion today. I think the implication is that they are not successfully preparing for citizenship. Schools are not preparing successfully for citizenship for at least five obvious reasons.

First, there is an absence of respect for law, and a lack of obedience to law rampant in the society of modern times—a flouting of the sacred law which is embodied in our constitution, and a disregard of the laws of our Federal government, the laws of our states and the laws of our local communities. And as long as we have a condition in which law is held so cheaply, and is so little regarded as at present, we must face the sad fact that the schools are not successfully preparing for citizenship.

Secondly, there is at present a lamentable lack of interest in public affairs, a lack of the appreciation of the responsibilities which go with the exercise of citizenship.

Next, there is at the present time a sad evidence of a lack of regard for the rights of others, and of consideration for the other fellow in the social relationship—a riding rough-shod over the sacred rights and privileges which those whom citizens come in contact must be accredited. And as long as this evidence of a lack of regard for the rights of others is so prevalent in our communities, the schools are not successfully meeting the demands in the preparation for citizenship.

And, fourthly, we are not meeting the demands of the preparation for citizenship, because of the inability which there seems to be in our social system for men and women to co-operate with each other, to play the team game, to get back of community movements, and to bring to pass the programs which are for community welfare.

And, lastly, and saddest of all of these evidences of the lack of successful preparation for citizenship, we observe that there

is an unwillingness, a lack of desire to get the other fellow's point of view, or to lend aid in public affairs, or to respect law.

For these five reasons we ask ourselves the question—What is the explanation for the present condition, and what are we going to do about it? I believe, in the first place, that the condition exists because of a mistaken aim in our education. We regard schools as serving one of two great interests, either the training for culture, for the enjoyment of the finer things of life; or the training for vocation, the equipment to go out and to take one's place, and do one's work in the world. But when we come to reduce these both to their lower terms, we find that they are each personal, and they are unfortunately selfish. The individual trained for the enjoyment of personal culture, for the entering into the finer things of life, or the person trained in the schools to make more money, centers either the enjoyment of his culture or the making of his money in his own selfish enjoyment. The inherent conception of education, the aim, which is so obvious in the efforts of our preparatory schools and our cultural universities, on the one side, and of our vocational schools and our institutions for the training for the professions and the higher business of life, on the other side, both evidence the same unfortunate personal ends of education.

I would remind you, in the next instance, that the relations between the schools and life are a good evidence of the thing which we call in physics "acquired momentum;" that the habits of action, the aptitudes, the states of mind, which we form in the school, are carried over, and become the habits, aptitudes and the states of mind when one goes out from the school. And I make the plea today for more of the embodiment of the civic idea in the school itself, I plead for the school to exist more largely than it has existed, or does exist, as a laboratory for practical civics, for the training in self-control, in having regard for the rights of others, in the ideals of service, in the obedience to the rules and laws and regulations of the school, and for a participation in the public welfare through the school. We have found, ladies and gentlemen, that the training of adults for the discharge of civic duties, after there has been a disregard of a similar training in the school, has failed miserably. The only hope we may ever have for a better civic life, for a larger civic interest, for

the more wholesome participation in civic activities must come from bringing those activities and that life and that respect into the school itself. And I make the plea then that the school shall become more of a civic laboratory, and that there be growing into and as a part of its activity a due regard for this thing that we call a civic consciousness, and the carrying out of a civic ideal in the daily operations of the school.

I would not limit this to higher institutions of learning; I would not limit it to the secondary school. To be successful, this sort of thing must go down into the elementary school; in the very early years children must be trained to have more regard for the rights of others, more facility for the participation with others in the activities of life, better conceptions of the meaning of playing the team game. If the school be made an institution in which teaching of this kind is given, then I believe that there will be carried over from the school into the activities of society a better civic consciousness, a higher conception of civic ideal than is carried over at the present time.

Not so long ago it was my privilege to visit a great grammar school for girls in Manchester, England, and there I saw what I have seen in many American schools—a rigid, a fixed, and to external appearances, an excellent form of discipline. Girls passed in close formation, sharp corners, angles, and rigidity were seen on every side. It happened that the head mistress of this school had visited schools in America, and that she is one of the most progressive women in secondary education in England. In conversation with her I raised the question, whether she did not feel it would be possible to grant to her girls more liberties, to give them the opportunity to exercise more self-control, to give them more free choices, than they had. The answer came that it would be subversive of all discipline to grant those privileges to the English pupils. I had the temerity to suggest that in certain schools of which I had knowledge those privileges were granted, and that they had not been subversive of discipline. And this woman then said, "I don't understand; I could never see how you in America do maintain discipline in your schools, allowing the privileges and the liberties that you do allow." In answer to that observation I said to this good woman a thing which it seems to me is the heart of the whole matter; I said, "I will tell

you an anecdote related to me by one of my former principals. He was an Irishman, and on one occasion he had a visit from a cousin of his from the old country; he took this cousin down town on election night, and received the returns. The returns pleased the crowd, the crowd was very boisterous, and there was much evidence of good feeling, hilarity, pushing and jostling in the crowd. And this principal's Irish cousin kept saying 'I think we had better go home. I don't want to stay here any longer. It isn't safe to be here any longer!' My friend, the principal, put him off, and as the disorder got still more extreme, the visitor from Ireland said, 'There's going to be a great row here, and there isn't an officer in sight. Let's go home.' Then the Irish-American who knew the American crowd, said, 'You are greatly mistaken. Why don't you know that every man in this crowd is a police officer in citizen's clothes?' " And when there is in the crowd, when there is in the community, when there is in school, the consciousness that every person in the crowd is an officer in citizen's clothes, then we may have the feeling that the schools are accomplishing the great ends of training for citizenship.

In the elementary school, in the secondary school, and in the college, I make the plea for more of that ideal, for more self-government, for more self-control, for more student participation in government, and for making the school itself a great laboratory for the training in citizenship. And I express the confident belief that when that is done, then we shall carry over from the school those who have the fixed habits of conduct, who have character ideas with regard to the relations with others, and who will be able to render the service and to make the contribution in the matter of citizenship which we are not having rendered, or are not receiving at the present time.

2. Principal JESSIE E. ALLEN, Philadelphia High School for Girls

Before entering this discussion, I must state that the question on which I was asked to speak was not "Are the Schools Preparing for Citizenship," but "How are the Schools Preparing for Citizenship," which means, I take it, what methods are being used toward this end.

Recalling the vastly increased foreign population today in the schools, and watching our own young "barbarians" at play, those

of us who are public school teachers, recognize the need of some organized effort to instill in the youth of the land American ideas and ideals. This effort, as I know it, is still largely experimental but has crystallized in certain lines of activity, with the school as a laboratory.

Courses in civics and economics stress the practical. To be concrete: coincident with the holding of the primaries, the subject is studied in class, thus affording the pupil the double advantage of the newspaper discussion then being carried on and of the co-ordinated instruction of the classroom. Again, no more painstaking effort after practical knowledge could be shown, than that of the teacher who, having secured a money order blank for each member of her class, supervised the filling out and mailing of these blanks so that not only did every girl send and receive an order, but was obliged to have the order cashed, if she would not be out of pocket. (It is also on record that the post-master who cashed those little orders expressed the desire that he might meet that teacher.)

Further contacts with life are effected for the pupils through visits to the mint, to the civil courts, to settlement houses, and, in the case of girls' schools, to baby-saving centers.

Classes in vocational civics consider problems of sanitation and like questions of welfare, with the result that the girl or boy, who applies for work in a factory, now does so with some realization of the sanitary and moral conditions attending the work, as well as with appreciation of its financial return.

In connection with these courses debates are held. Such civic virtues as loyalty, dependability and sportsmanship are discussed in class. Likewise assembly room speakers from municipal and semi-religious organizations have their part in this work of building for our young people the ideals which these organizations represent.

But these plans are more or less ancillary to the school program and are entirely within the experience made possible by the course of study. An experience *not* strictly within the curriculum is found in the student's participation in the affairs of the school community. Of the many "student activities," the most important is student government. Its primary reason, as we thoroughly appreciate, is not to save the faculty the trouble of

governing, but to teach the pupils the duties of government. These "Junior Citizens" are variously organized under such names as Student Council, City Charter, Independent School, School City, School Service Club, et al. These organizations represent varying degrees of complexity and are subject, also in varying degrees, to faculty guidance.

In their organizations some schools attempt to reproduce forms of national government, some forms of state government, and some are cast in municipal moulds; while others declare their goal to be that larger conception of citizenship found in loyal service. But all these schools, through actual experience, it would seem, become familiar with parliamentary forms and with the management of conventions and elections. All learn that the first form of service is the observance of law.

On entering one of these schools, one is likely to find cabinet officers sitting in counsel with the Faculty, officials of charitable organizations bringing their collections of money and of clothing, embryo bankers controlling a miniature Wall Street, members of the Traffic Squad directing traffic (their arms, wildly moving semaphores), police officers patrolling the corridors or keeping the peace of the Study Hall. In the Vergilian phrase, *fervet opus*—the work is aglow. Especially may this be said at election time, when the school-city officials are chosen and when the corridors blossom with election booths and school ballots rustle in the breeze, against a background of posters which announce enthusiastic claims of rival candidates.

The idea of student government is further amplified through student assemblies, through school clubs (many and of assorted flavors) and even through the class room, where socialized or democratized recitations place the burden of accountability upon the pupil, and where he is encouraged to experiment, to conduct his own recitations, to form his own judgments, to draw his own conclusions—in short, to "express himself," letting his natural likes and dislikes determine this self-expression.

In all these activities a sense of responsibility toward the younger group is undoubtedly developed in the older students. Frequently a fine spirit of co-operation is engendered. One is continually impressed too by the poise and confidence of our modern young people. Yet one cannot help wondering, after all

these activities, how much time and energy remain to the pupil for actual study.

Is it true that the abilities produced by these contacts are more valuable than those resulting from the study of books? And what are the results to be obtained from this much despised "grinding"? The study of books brings accuracy. It gives a knowledge of facts. (The last word is mentioned apologetically, for I understand that it is taboo in polite pedagogical circles, and that today in education there should be no facts.) It also affords training of the mental powers—and this reference to the obsolete. But in this zeal for the practical and the stimulating, there is danger, I believe, of minimizing certain valuable results which are derived from the conning of books.

This question of the proportion of effort which may be safely expended on this luxuriant growth of student activities is a matter to be seriously considered, for it is true, that, after all, electing officers, concerning oneself with traffic regulations, or with sanitation measures, represents only part of a citizen's obligation. A large part of his duty lies in the faithful performance of his daily task. In our school life today this ratio seems likely to be inverted and the importance of the daily task minimized.

May it be too that a false sense of values is resulting from the publicity, the applause, and the excitement which attend the more popular of these activities? We are familiar with the pupil whose class work has deteriorated because of too many extra-curricular interests. Under the pressure of his public duties he is almost compelled to neglect his class room work and to develop ability in "bluffing." It follows that, in deciding upon his next courses of study, he is likely, under the present system of free electives, to be influenced in his selection by the amount of time required for certain subjects, rather than by their values per se, and to consider which courses afford the best opportunities for "getting by" with the least effort.

Thus even the pupil who is capable of high mental attainments is reduced to the dead level of mediocrity. An experience from which, when multiplied, the community suffers, since an appreciation of the commonplace is thereby developed. At this point I should like to repeat an interesting observation recently made to me by a member of the Smithsonian Institute, who for more

than thirty years has lived among the Indians while studying their literature. The one thing in us, she said, which the Indian finds it impossible to understand is our toleration of the commonplace, the banal.

That the state can rise only to the level of its citizenship is generally recognized. School habits which make for mental slouchiness produce the slacker and not the worker. It has been well said that education should be of the whole man and not of the mind alone; but this epigram does include the mind.

In a radio-ing and aviating generation there is need of a strong pull down to the quiet, unspectacular requirements of the everyday task, which constitutes the greater part of living. Valuable as are the extra activities, which the schools are now concerning themselves as a means towards a worthy citizenship, our boys and girls will be best prepared, I believe, through the inculcation of high standards of diligence and responsibility and through habits of concentration, application and loyalty.

In the development of civic virtues there is need not only of the stimulus of actual contacts with the different phases of civic life, but even more is there need of the steadying effects of an educational system which recognizes the power of discipline and the weakness of a too easy tolerance. Last of all, we should remind ourselves that virtue for any group of human beings is a slow growth. So only may we expect that in the words of the old Spanish proverb: With time and effort the silkworm will become satin.

3. DR. JOHN L. TILDSLEY, District Superintendent for High Schools, New York City

When your President invited me to speak to you this morning, I understood him to say that the subject was to be: "What Our Schools are Doing to Prepare Their Pupils for Citizenship." When I opened the program and read the subject: "Are Schools Successfully Preparing for Citizenship?" I was dismayed, for I felt I had been assigned an impossible task.

Frankly I do not know the answer to this question. I know only what a few schools in this country are doing. I do not even know whether the system of high schools in which I am immediately interested is successfully preparing its pupils for citizen-

ship. For as in all things educational, today we sow—ten years hence, a generation hence, some one reaps what we have sown—possibly a rich harvest of wheat, perchance but tares!

Not daring to say I know, I venture to say merely I suspect that the majority of schools in this country are not successfully preparing for citizenship. I hold this apprehension because my observations lead me to believe that success in any enterprise rarely comes by accident, rarely emerges as a by-product of some other enterprise. From the days of the Fathers we have preached the doctrine that training for citizenship in a democracy is the main purpose of the school and then we have set as our immediate aims preparation for college or for a vocation or for complete living, and have blindly trusted in some force outside of ourselves to produce this "on paper" chief objective of democratic education. And what has been done in the past is, I suspect, still being done in the vast majority of schools today.

May I now lay aside my suspicions of what other schools are doing and talk of what one system of secondary schools is trying to do in preparation for citizenship and why it is doing it?

We of the high schools of New York City find ourselves confronted by probably a unique problem in the world history. We have in these schools one hundred thousand boys and girls, of whom 60 to 70 per cent. are of alien birth or of at least alien parentage and certainly of alien ideals, of alien heritage. Within a few years these youth are to be the dominating political power at a time when government is to play a larger part in the welfare of the citizen than ever before. Other civilizations have been confronted with overwhelming alien masses, but they have not admitted such aliens to the status of citizens. But we have one and one half millions from Russia and southern Europe, trained in the conviction that government is something that restrains the freedom, that hinders the development of the individual; 200 thousand of the African race, largely from sections of the country where they have been denied rights which the Constitution is supposed to guarantee them, and thousands of others from lands where government has been viewed as an instrument of oppression. The task is set us of the schools to take the children of these aliens and make of them Americans who are so well informed in matters civic and political, who have grown into the conception

of government as a beneficent institution that they are not only willing but desirous to make the discharge of civic duties one of the chief tasks of life.

As we have studied this problem we have become convinced that we have largely failed in our problem because of certain fundamental false assumptions, among which are the following:

- (1) that a good man is necessarily a good citizen
- (2) that even an intelligent man is necessarily a good citizen
- (3) that mere knowledge of the structure of government coupled even with knowledge of the activities, the functions of government, gives a training effective for the making of good citizens. This is the error some of our patriotic societies are making, by their campaign for laws compelling the teaching of our Constitution for so many minutes each week.

We of New York City have based our program of civic training on the following basic beliefs:

- (1) that we have parted company for good with the dictum; "that the government is best which governs least." We hold rather that government has become so all embracing in the range of its activities that we are immersed in it as in an atmosphere and may say, as was said of old—"In it we live and move and have our being."

- (2) Government has become such a highly complicated process that it needs to be carried on by experts.

- (3) Such government by experts will continue to exist in a democracy only when there is a dominating body of intelligent, trained voters with an established right attitude.

- (4) Such trained voters with such an attitude cannot be evolved as a by-product of any system of education, but must be produced by a well conceived system of specialized training holding fast to very definite objectives.

- (5) Such specialized training must include in its objectives not merely a comprehension of the structure of government, the interrelation of its parts and their functions, but above all such a kindling of the emotions as will result in the creation of an abiding right attitude.

- (6) This right attitude that we desire is to be built, not merely on a feeling of good will, but on the conviction that gov-

ernment is a positive helping agency, essentially constructive in its nature, not negative, not restraining; that government is never abstract but always personal that in reality, our text writers to the contrary, we live not under a government of laws but under a government in the last analysis of men, that when all goes well or when something goes ill, that far-away, impersonal government is not to blame, it is always some man, some man with a name, some John Jones who lives at some definite place or who has an office on a certain street, who has done badly or who has neglected to do the special job which the citizen has paid him to do.

This right attitude which is the very core of the good citizen is built up further as the citizen is made to realize that for every governmental ill there is therefore a remedy, a remedy in the hands of some man, a higher John Jones who can compel the lower John Jones to make good his wrong actions or his failure to play his part in the all-embracing task of government.

And this right attitude is further built up only as the citizen has formed the fixed habit of regarding derelictions in public officials, not as personal offenses against him alone but as against the whole citizenry of which he himself is a co-operating member.

This right attitude of the citizen converts this conviction into the duty of being disagreeable to the derelict, of taking infinite pains to see to it that it is more comfortable for public servants to be efficient than to be negligent. This right attitude is realized moreover only as the citizen conceives it his duty to give his approval and support to the public servant who is playing his part as best he can.

This right attitude also includes somewhat of missionary fervor, a realization of the possibility of converting his associates to his point and of thus multiplying himself many times as a pillar of government by those fit to govern.

(7) This right attitude of the citizen, this kindled emotion must be responsive to an intelligence trained to function in things civic. The voter often fails in his vote to realize his aspirations because he has been the victim of a slogan—"the honest dollar"—"the friend to the poor"—"high prices are caused by the excess profits"—"protection for American labor"—"dominated by the interests." It is our belief that a training in mathematics, or foreign language, or even English, does not necessarily produce this

trained intelligence in fields political. This intelligence must therefore be fed on a diet political, social, economic, in order to evolve a wisdom political, social, economic, the wisdom needed for living in a world of today dominated by these factors.

(9) The well disposed intelligent voter must in this day and generation have some degree of world outlook. Washington's Farewell Address can no longer be his guide. He must know world conditions and world problems in order to choose intelligently his governors, who must deal with problems which no longer can be merely national in scope.

(10) This citizen, motivated by a good will, dominated by a trained intelligence, acquainted with world conditions, must be not the exceptional citizen but *every* citizen, if the schools are to be fully successful in preparing for the service of democracy.

(11) This vocation of citizen is therefore the one vocation constant for all pupils in our schools. Training for this vocation must therefore be the one constant in every course in every school. Training of this degree of intensity may not be possible for every pupil in the lower group but it is certainly possible for every pupil of the group of secondary schools and colleges here assembled.

I have outlined the philosophy on which we have based our training for citizenship, the objectives of such training. Are these objectives realized in the course of study of the average school of this association? Are they even conceived as desirable objectives of the secondary school?

In part I believe they are, for irrespective of the curriculum there is in every school a training of the students through their voluntary associations, which develops in them a love for the institution, a spirit of fair play, of team work, and a willingness to sacrifice self for the common good which is the best possible foundation for this state of mind which is the great objective of our civic training. But too often this foundation lacks the superstructure which causes this foundation to function in civic life. I find the product of this training engaged in philanthropic work, serving as trustees of schools and colleges, of hospitals and clubs, but without any interest in or sense of responsibility for the kind of public schools his community enjoys or for the service rendered by any department of the city government. Notwithstanding his

many advantages, he has not the aggressively right attitude which makes the useful citizen, the man who visions what governments need, and who has the will to bring about the satisfaction of these needs.

Such is the creed of the high schools of New York City in this matter of training for citizenship.

For the working out of this creed we need one unit of studies for each year of the secondary school course, as follows:

Unit I. A study of what government does for the citizen and what the citizen should do.

A study of the essential nature of the American Government, of the qualities which enter into the making of the American of today, of the contributions of great Americans like Madison, Hamilton, Marshall, Webster, Lincoln, to what we call Americanism, as a means of impressing the pupils with the qualities needed in the political leaders of today.

Unit II. A study of America's relations to other countries and conditions, of the policies and beliefs of those countries which have made them what they are as elements in our governmental problems.

Unit III. A study of the forces, of the men and measures which, during the past one hundred and fifty years, have brought about the America of today.

Unit IV. A study of Economic Theory and the application of economic theory to the varied problems of the relations of society to the individual, with a view to developing in the pupils the power of clear thinking and of arriving at sound judgments based on evidence.

To devote one fourth of the time of the secondary period of education to specific training for citizenship is not to sacrifice to vocational ends the larger life of the boy but is rather to give him as a by-product an enlargement of vision, a power of analysis, of constructive thinking and of accurate expression. Good citizenship is to be the proposed product, culture and developed intelligence, the by-product.

All school activities are to be so conducted as to contribute toward the great end of producing good citizens by developing in each student the government of himself, by himself, a willing-

ness to sacrifice for the common good and to accept a responsible share in administering school community life.

Unit I of this course, together with some fundamental principles of Unit IV, and a modified Unit III, might well be taught in years 7 and 8 of the elementary school, and in all junior high schools. Thus the pressure for the elimination of other high school subjects would be lessened.

If you were to read our syllabus for first year civics without first reading the introduction, you would conclude that we were merely teaching the boy a lot of facts about the government of his city. We *do* teach him what this department does and what that department does for him. But facts are but instruments thru which we hope to impress the idea that from the time he rises in the morning on thru the night while he sleeps, some governmental agency near or far away is ceaselessly caring for him. Our aim is not the accumulation of a heap of knowledge not even discipline, but the creation of the necessary state of mind.

Every one of our units of work must be appraised in the light of its objectives, its peculiar function in our unitary plan of citizen training.

But in our plan of training for citizenship, we enlist all school activities. We do not favor the school city nor any artificial self government plan. We hold that the best form of student self government is the government of each pupil by himself. To this end we are opposed to all rules for rules' sake. That is, we believe that no rule should ever be promulgated unless at the same time with the rule the reason therefore is also announced, the only valid reason being the possibility of better living conditions for the student himself. We favor the development of qualities of leadership, of the ability to govern others, of the creation of a co-operative spirit thru the delegation to service squads and kindred organizations, of actual tasks which need to be performed. With the task we delegate the authority needed for the performance of the task.

Do we realize the aims we have set forth, such as the creation of a right attitude?—the government of each individual by himself?

I have known a school in which on the first day of the term with 3800 pupils in the building, of whom 1000 were there for

the first time, every teacher has been at a faculty meeting from 9 to 10 A. M., and not a sign of disorder anywhere in the building! Is this successful training for citizenship?

A civics teacher in Brooklyn noticed that the trees in the Bay Ridge section were in danger of destruction from bag worms. A crusade against these worms was instituted among her pupils. Over 50,000 worms were brought to the school and burned and many trees were saved.

As a practical application of our citizenship training, over 9000 pupils are acting as block captains, co-operating with the street cleaning department in its anti-litter campaign.

Two winters ago, during the Christmas vacation, at a time of heavy snowfall, several hundred of our high school boys, as a civic service, shoveled snow for several days and did far more work than the regular force. And so I might multiply examples. Seemingly we are realizing our aim, the creation of a state of mind. The question we cannot answer yet is as to its abiding nature.

A citizenship which shall save the State needs for most people what is almost a regeneration, a more enlightened self interest, a habit of surveying problems, as something objective to one's self, of seeing with eyes undimmed by self interest. The task is too great, too large to be accomplished in one generation. But in my judgment it is incumbent upon us school men to undertake the task, to carry on and leave the issue with the gods. The State is endangered. Only the schools can save it, and they by conscious, intelligent effort.

DISCUSSION

The President, Dr. Farrand: We have a very few minutes left which can be devoted to general discussion of this topic from the floor. Is there anyone who would care to participate—limited to three minutes per person? The Chair is very ready to occupy three minutes. I was particularly interested with the way in which these three speakers, and notably the last, led up to what, to my mind, is of course the essential point; that is, the creation of a state of mind on the part of these pupils. My own thought has been given much more to the university and college than to the school, but I fancy the problem is principally the same.

I am greatly concerned with the creation of the proper state of mind of the university faculty. I think you are not going to be able to get the desired state of mind in the student body until you have gotten a deep sense of sin and conviction on the part of the faculty, and it is idle to suppose that a few outstanding notable examples of conviction of civic responsibility are sufficient to permeate an entire university body.

What are we dealing with, in the way of a national state of mind today? Last Tuesday night, at a meeting of the State Teachers' Association of New York State, in Albany, I heard a distinguished and very brilliant address on the present situation. I believe the exact topic was, "Can Western Civilization Be Salvaged?" And when it came to the discussion, there was a review in detail of the situation from every possible point of view. Still, the ultimate result of the discussion was optimistic. The reaction from the high idealism of 1917 and 1918 was so extreme that we have had not a public sentiment to work upon which was particularly promising, so that it is the child population and the school population to which we must look for emergence from this condition.

Now, personally, I think that that pessimism with regard to the existing state of mind of the country is over emphasized. There is, I am perfectly certain—and it is evident in practically every community today—a residuum of civic idealism remaining from 1917 which is waiting to be adapted. The reaction, of course, is striking. But you see it in civic bodies of every kind. It is confused by this extraordinary tendency of the American people today to run wild in extreme form in almost every direc-

tion; I do not care whether it be in amendments to the Constitution, or whether it be in fundamentalist discussions in theology and education, or what not. But that does not mean that the idealism upon which we have got to build our democracy does not exist. And I believe that Mr. Tildsley's closing words in the building up of the problem, as they conceive it in New York, are an exact statement of what we have to work for.

In the discussion which followed it was suggested that much might be accomplished by greater emphasis upon the interpretation of our national ideals in American literature.

Professor Jesse Holmes (Swarthmore College) suggested that our high ideals of 1917 had in them the fallacy that the great ends of civilization could be accomplished in a short time, and by doing a few definite things.

President Herrick (Girard College) brought the discussion to a close by reading a summary of the creed adopted by the American Bar Association.

The American Bar Association at its meeting in 1923 formulated what was termed a "citizenship creed" which may well be accepted as a statement of ideals which American citizens should from time to time reaffirm as a belief. This creed has six declarations summarized and condensed as follows:

1. I am living under a government and am, myself, a part of this government, an elementary knowledge of the nature and principles of which should be diffused among the great mass of citizens. For this reason I believe it my duty to inform myself on American history and the foundations of our government as embodied in the Constitution and in the application of these principles to present-day problems.

2. Since the government under which I live is by the people it is of necessity a government by public opinion. It, therefore, is my duty as a good American to help the formation of correct public opinion in the community in which I live.

3. Since popular government is dependent upon the exercise of the right of suffrage it is one of my primary duties to cast my ballot in all elections, local, state, and national and to urge my fellow citizens to do the same.

4. Since I live under "a government of laws and not of men" I declare it to be my duty to serve as a juror whenever summoned, and to use my influence in every proper way in the administration of justice so that the law and the courts may have proper approval and support.

5. I believe in the excellence of the American system of government and am ready to uphold and defend it at all times. I believe it is my duty to be a minute man of the Constitution ready to defend the institutions of the government against attacks either from within or without.

6. I believe that I must maintain continuously a civic consciousness and conscience, that my country needs my active service in times of peace no less than in times of war, and that patriotism must be a constituent part of my religion.

TEMPORARY COMMITTEES

On Nominations

Dr. William Mann Irvine, Mercersburg Academy; Dean Winifred Robinson, Women's College, Delaware; Dr. Robert Trevorrow, Centenary Collegiate Institute; Dean Raymond P. Walters, Swarthmore College; Mr. Ralph Files, East Orange High School.

On Audit

Mr. Henry A. Dresser, Woodmere Academy, Chairman; Mr. C. H. Ehrenfeld, York Collegiate Institute.

On Resolutions

President Frederick C. Ferry, Hamilton College.

FRIDAY AFTERNOON SESSION

November 30, 1923

Drown Memorial Hall, Lehigh University

The President, Dr. Farrand: The session will please be in order. One of the most interesting demonstrations in the field of higher education in America, which many of us have been watching with eager eyes, is that now being undertaken at Antioch College, in Ohio; and we have asked the President of Antioch College, who inspired and has laid out and is carrying out that particular experiment in higher education, to come here, and to describe for us briefly the outline of what he has in mind, what he is aiming at, and what he hopes to achieve. I have very great pleasure in presenting to this audience Mr. Arthur E. Morgan, the President of Antioch College.

SEEING EDUCATION WHOLE

MR. ARTHUR E. MORGAN, President of Antioch College

Mr. President and Members of the Association: A few years ago, Dr. Woodward, in his annual report as President of the Carnegie Institute, remarked that in his whole experience there he had never received an idea of importance that did not have as its background a long period of disciplined preparation in that particular field. In my own work as an engineer I have had thousands of suggestions concerning engineering matter from people outside the field of engineering. I think I could count on the fingers of one hand those that had any significant value. It is in full awareness of the general principle that long specialized preparation must precede competence in any field that I am entertaining myself in education.

I think that very often the origin of our opinions is somewhat different than we imagine. Some of those opinions we hold most solidly and defend most logically originated, not in a formal and logical process of reasoning, not in the weighing of evidence, but in habit, custom, and tradition. Take for instance, our opinions on educational matters. Doubtless nearly all our educational institutions, at the time they were originated, met real human

need. I suppose that before the advent of formal schooling primitive people were educated almost entirely by their unorganized environments, just as among primitive peoples today the boys, by the unorganized contact of youth with maturity, learn everything their fathers knew. But men found that so far as liberal culture was concerned, it could reach higher development in an organized environment. Hence our liberal educational systems. Later it developed that preparation for craftsmanship and technical skill could be brought to a higher plane by being organized, and special institutions were developed where orderly environment could be furnished for the development of technical and professional students. So we had our trade schools growing into professional and technical schools. We have done the same with music and with art. From time to time, as we found that some elements of human personality lacked the opportunity to develop as they might, we have made special arrangements, special opportunities, and special disciplines and incentives for the development of those elements. But always we leave in the background the remainder of personality to be developed by the unorganized casual contacts of life; generally, the particular phases of personality which we are interested in developing in our institutions comes to seem to us the most important parts. In our technical schools, for instance, we are so concerned with making a man a technician, a producing part of the community, that practically every element of his training relates to making him an effective technician. I could mention technical and professional institutions within the range of your own experience here, where practically every course, with possibly a year of English at the beginning, relates specifically to preparing for a technical vocation, as though the students were to become technicians and nothing else. In our liberal colleges the aim generally is to make scholars, to develop appreciation of cultural values, to discover the significance of life purposes, and to create the background of educated men and women. Our liberal colleges sometimes assume that scholarship is the controlling factor of life. Whether in the technical school or in the liberal college, we are apt to assume that those particular phases of personality, for the preparation of which we already have created organized environments, are the only elements of personality susceptible of

education. I believe we have been led by tradition into this assumption, and that it is quite without foundation.

We speak of scholarship as the "great tradition." It is the torch that has kept learning lighted through the centuries, when otherwise we would have been reduced to barbarism. But I believe there is a greater tradition than scholarship; that is, the tradition of common life, of that unorganized part of life, the common every-day appraisals, the common, every day judgments, the feeling of the texture of life itself, that indefinite mass of experience and judgments and appraisals and traditions that never did get into text-books, and yet which it is tremendously vital that man should inherit and develop. Because this tradition of common life has been so native to us, we have forgotten its existence. And now in modern life boys and girls, especially in our cities, are having but limited contact with their elders, and missing that common contact with life that they used to have. Occasionally they see Dad at the dinner table, and they meet Mother once in a while; but to a large extent their experiences and contacts are the specialized professional contact of the teacher of professional amusements and of their own immature comrades. If we had to choose between scholarship and the common tradition of life, we could better afford the loss of scholarship, much of a catastrophe as that would be.

Now, what we are trying to do at Antioch is this: We are trying to see what should be the final product of education. We believe this final product to be sound, well-balanced personality, and we are trying to assemble in an organized coordinated curriculum occasion and stimulus for the development of all of the essential elements that make up personality. We are trying to provide those universal experiences and disciplines, those universal opportunities, which will, to the greatest possible degree, bring about a symmetrical, well-proportioned development of personality.

These are our methods: We say, to begin with, that no student shall attend Antioch solely for a technical training. Suppose a boy comes to us who wants to be a mechanical engineer, or a girl who wants to take a course in institutional management; we say to either, "You must spend as much time in acquiring the fundamentals of a liberal college training as you do in the tech-

nique of your profession." And so all the students at Antioch regardless of the particular callings for which they are planning, spend approximately as much time on subjects having no necessary relation to their callings as they do in vocational or technical or professional subjects.

In the distribution of time among our "cultural" subjects, we have departed from tradition. We have no system of majors and minors at Antioch. We undertake to determine what probably will be the most universal experiences, disciplines, and opportunities in the student's life and world, and then we try to bring into education preparation for meeting those issues in the proportion in which they are significant and important.

Some of our courses would not be found in any liberal college curriculum. As with many American colleges, we believe in good physique. I was talking recently to Mr. Hooper, President of the Hooper Electro-Chemical Company, who during President Roosevelt's progressive campaign was his treasurer. He made this remark: "From watching that man, I have come to believe that a very important element of human life is sheer beef: that the ability to stand hard gruelling work is fundamental; that a man's accomplishment is the product of the quality of his work times the quantity, and unless his physical constitution enables him to have quantity as well as quality, his total productiveness is limited." At Antioch we require every student to have thorough physical examinations, and to take regular, consistent exercise, with such corrective work and exercises as he personally may need. We find that not more than one-third of the students that come to us know how to bear themselves correctly. In two-thirds of the cases their posture is so faulty that unless it is corrected they will develop a good many of the ills we notice in later years. We are able to change their health by our postural development, and to develop physical stamina by regular physical exercise. Now, that is required of everybody. By the time a student reaches college his health habits are fixed. That work should be begun sooner—in kindergarten, if possible.

An element that you would not find in any liberal college course is this: We all have the problem of living on less than we should like to spend. The necessity for discipline in that regard is almost universal. Every Antioch freshman has a course in what

we call "personal finance," in which he is made acquainted with the rudiments of accounting and cost analysis, banking methods, etc., and is given training in budgeting his expenditures. Every Antioch freshman makes a budget, and after weeks of discussion and comparison with others, it is brought to some reasonably acceptable form, and the student undertakes to live by it for a year. Every five weeks he goes to the head of the department, and checks over his accounts with the budget. If he has lived in accordance with his budget, he passes; otherwise he repeats the effort. Now you may say that is not a cultural course, and yet how often do you see men whose effectiveness in life, whose satisfactions in life, are tremendously hampered because they cannot live effectively in relating their income to their outgo.

Then we ask each of our students to have a substantial introduction to English and to literature. Literature is the heart of our cultural course, and self-expression in writing and in speaking is considered very essential.

I tell our young people that it is futile for each to try to discover life for himself. Other people have tried out many things, and have found out very, very much from which they may profit. For them to try to discover life for themselves is like starting on foot for the North Pole. If I wanted to reach the North Pole, I should not start to walk from Bethlehem; it would be very much more intelligent to take the train as far as that goes, and when I had gone to the end of other people's pathways, to start out on my own.

Then we have four years' required work for every student in what we call social science. We have one year of an outline of history. I made a syllabus of that course before Wells' "Outline" appeared, and teachers of history made sport of it. They said, "That is not scholarship; that's a smattering." Now I say that the degree of detail in which a subject is handled has nothing to do with scholarship. One can take a little corner of a subject and get down to fine details, and yet give very little evidence of scholarship; or he can take the outline of human history in a one-year course, and by trying to get a concept of relative values and a sense of perspective, he can have the spirit of genuine scholarship. Scholarship is not controlled by degree of detail. In fact,

it is much easier to burrow among details than to see things in perspective.

The second year of that social science course is a study of the motives that make up history—the religious motives, the herd motive as we see it in nationalism, the motive in economic organization, as in guilds and trade unions; and how those motives that move men have expressed themselves in history.

The third year is a course in economics; and the fourth year, a course in what we call “legal principles.” We are giving our young people, in the course of a single year, an inkling of the legal basis of society, of the history of law, of how legal structures have grown up, how people have found out how to live together without interference through their legal developments, and how those developments have not yet come to an end, but are still in a process of development. I believe in such a course we spoil many a radical, because he comes to have respect for those long, hard processes, that long, hard road that the human race has traveled to find its present status; and I think we may spoil many a reactionary, too, because they come to see that the road is not yet complete, that we still have a long way to travel.

We have two years of psychology and of the history of philosophy. I find frequently well-trained college people who are still amenable to -isms and -ologies, because they have had no insight into the road people’s minds have traveled. If we can give them a hint of the struggles people have made to find themselves, and give them an acquaintance with the workings of their own minds, through psychology, we shall have oriented them and have immunized them from many vagaries that so often take possession of even intelligent people’s minds.

Then we have required courses in the sciences, in physics, in chemistry, and in biology. Our interest is not in positive values. I can admit the positive values of any number of courses. Our interest is in relative values, and no subject can take the status of a required subject at Antioch unless its exponents can give good reason why it means more in the direction of human life than some other course whose place it would take. And when we come to relative values, I can find scarcely anything to take precedence over a course in biology. A thorough appreciation

of biological principles will very greatly modify one's outlook on life.

We have a required course in what we call "earth science," in which we include a study of historical geology, or dynamic geology, and a descriptive course in astronomy, to the end that a student may have an intelligent appreciation of the physical world.

We have a course called "college aims" in our freshman year. The student is introduced to the college. We begin by presenting the ideals of the college. We discuss theories of the function and purpose of college as held by a wide variety of people, and he discovers for the first time that people are not agreed on what college should accomplish. Students frequently come to college as you go to a dentist, to put yourself in his hands and have him do to you what a dentist should. And it is a surprise to such a student to learn that there is a disagreement as to what a college is for; we try to get him to see himself, not as a vessel into which a college education is poured, but as being given an opportunity to feed and to grow by college.

Then, in this course we give him instruction in how to study, and few students are not benefited by that. We present to him the objectives of the various college courses through lectures by the heads of departments. We discuss ethical standards of the college and of our employment program, and we help him to orient himself to the college program.

Then, we have a course we call "scientific method." We endeavor to train our young people to become familiar with the processes of scientific thinking; to understand the reasons for the outstanding failures of human judgment, and the outstanding limitations of human observation. I believe that course has more effect on the mental habits of those students than almost any other course in college.

I have not mentioned our vocational courses, in engineering, in business administration, in journalism, in education; and for our girls, in education, in journalism, in institutional management, in nursing, and in home economics.

A dominant element in all these courses is training for administration. If a student is going to be an engineer, we will make him an administrative engineer, as a rule, rather than

a specialized technician, although if he wants to be a technician, we help him to that goal. But so far as the Antioch program finds quality suited to the purpose, this material is trained in the technique of the administrator rather than of the technician. The National Industrial Conference Board estimated there are about a million and a half technicians and administrators in this country. Of that number about eighty per cent. are performing the general functions of administration, and about twenty per cent. the functions of technicians. In our technical schools, we are giving about eighty per cent. of our time to preparing the specialized technician, and not more than twenty per cent. to preparing the generalist. The special vocational interest at Antioch is training men and women for administrative functions in whatever field they may enter. Not all Antioch students aspire to administrative ability either in business or in the home, but that is the burden of our vocational effort.

I cannot take time to tell you about our technical courses. In engineering, for instance, we are limiting ourselves largely to the underlying, fundamental principles of the subjects, instead of undertaking a great many specialized courses. I have known a thousand or more engineers in my work during the last twenty years, and I find ten of them to be fair technicians in the use of rules and formulas, where there is one who thinks straight in terms of fundamental physical principles. If we can get our young people to think straight in engineering or business principles, we can trust the mastery of details of application to them.

Now, we are carrying these interests along together for a period of six years. We have a six-year course at Antioch. I believe it is desirable from two points of view. Suppose a student is to spend six years in college training. If he spends the first three years in a liberal course and the last three in a technical school, there is a sudden transition, and by the time he graduates those years of liberal study tend to fade away. I believe we can go much further toward establishing persisting habits of liberal interests if we can carry them through six years. I think the number of years during which these interests are sustained is a more important element than the number of hours a day. If you are a father and want to leave an imprint on the character of your boy, you would rather talk to him one hour a day for ten

years than to talk to him ten hours a day for a year. Time is an essential element in development. The same is true of vocational preparation; this, to begin with, is largely exploration. Not one student out of five who goes to college has any sound basis for the choice of his vocation. We spend much time in helping our students to discover their callings, and I believe that is one of the most valuable services we render them. After they have discovered or determined upon them, then they have this period of technical preparation still available.

I made the remark that I believe the tradition of common life is even more important than the tradition of scholarship, and that Americans tend to leave that out of their educational program. I believe we should find some way to weave into this growing experience a first-hand contact with life, an opportunity to get the appraisals of life that never go into books, and to learn those principles that never get into the class-room. There are lessons that the class-room does not give—the lesson of initiative, how much initiative is demanded of a student who makes his way; how much self-reliance does he need to try himself out against uncertain obstacles; how much responsibility does he need to meet the demands of life. A bright student can get by our courses without showing very much of these, and we need to put students into places where they must develop the qualities they do not have, and powers they do not realize they possess.

Also, we must acquaint them with life. Observe the men who have made good in this community, from Philadelphia to Buffalo, and how many have made good primarily because of scholarship? How many have made good, on the other hand, particularly because of these qualities of initiative, self-reliance, responsibility, and dependableness, and also because they could appraise life. When they undertook difficult projects, they had a measure of how much effort would be required, and they did not use half as much nor twice as much as was needed. They found out how to make contacts with people, and what people are like; and in those abilities their success lay as often, at least, as in scholarship. And if we are to have this symmetrical development of personality, we must bring in that element of personal contact with life, both for the development of character, and for the ability to appraise life as it is. We find that impossible to do

at Antioch in the class-room, and so we have our students spend part of their time in class-room, and part in practical work. They alternate in five-week periods.

The cooperative plan was initiated by Dean Schneider, who got his training here at Lehigh. Our students are five weeks out of school and five weeks in. They are working all the way from the Atlantic Coast to Chicago in a great variety of callings, with 130 different firms, and I wish I could take another hour to tell you how we are making there the opportunity for our boys to find themselves. I spent yesterday with a boy who is working on his job. He has found a chance to go just as far toward a business career as his abilities can take him. He is just beginning his third year at school, and yet I believe that he has found himself for life. I could go over many cases like that where the student has found a place in his calling where he can mature. Our accomplishment in this regard still is very faulty, but the success achieved in typical cases is a promise of what can be done with greater skill on our part. The prime aim of part-time work, however, is to develop those qualities of personality which are most lacking. Many of our students are lacking in the ability to meet folks. Most of us will make our success in life in contact with people, and unless we have developed the power of effective contact, we are going to be handicapped in attaining our goals.

Then there is an element of self-support. Our students pay more than half their expenses from the time they start. Our freshman boys last year spent about \$250 more than they earned during the year, and our girls about \$300 more than they earned. A considerable part of our second-year class are entirely paying their way. Some of them actually save money in their second year. Now, it is not primarily the money saved which counts, but the fact that the boy and girl can do it, that they can stand on their own feet. They are getting self-reliance and a sense of responsibility.

Altogether, I am not interested primarily in scholarship; I am not interested primarily in vocation; I am not interested primarily in outside experience. I am primarily interested in seeing life whole, and in bringing into the development of personality all of these elements, trying to get in each case the proportioning that is important to that young person, so that

as he goes into life he will land on his feet and be an effective member of society and an effective contributor to his social group. I thank you.

The President, Dr. Farrand: We are going to seize a few minutes for the discussion of President Morgan's very interesting description of the work at Antioch.*

**The names of those who asked questions in the discussion have been omitted as it was impossible for the stenographer to hear them all correctly.*

A Member: I should like to ask what is done in the ancient and classical languages at Antioch. The speaker mentioned work in literature. Does that include English or English literature?

Mr. Morgan: We have Greek and Latin, but they are optional.

A Member: May I ask another question? I should like to know how they can manage to keep students six years at Antioch College, when ordinarily our students try to crowd through in less than four.

Mr. Morgan: That answer will vary in different cases. This boy that I visited yesterday, for instance, by the time he is through college will be about second in line in a corporation that is doing a business of a quarter of a million a year, and by that time probably will be doing half a million. That case is too favorable to be representative. Now, in many cases they are getting a hold on life that they could not get for several years without the direction and the assistance that we give them. For instance, we have a boy with us this year who is beginning his third year in college. He is in practical management of employment in a plant that employs several hundred men. In his third year in college they are paying him \$1600 a year for half his time. Many a college graduate would be glad to start where that boy is now. This year we have two students editing a couple of small town newspapers. One boy beginning his third year of school this year was offered \$2000 a year to be city editor of a small daily in Ohio, if he would leave school; but he refused. And those particular boys have had several different offers in Ohio to do newspaper work on a cooperative plan, because they are making good. Now, that is putting them ahead, and they see that it is putting them on their feet. On graduation they will have an advantage

over men who take four years at college and then flounder for a while.

A Member: Does the five weeks' vocational interest detract from the academic interest?

Mr. Morgan: This convention is fine, isn't it? You listen here today with your ears keen, and take in everything that is said; the second day you would like it fairly well; the third day you would find yourselves pretty nearly full; and the fourth day you would want to go home! Now, our standard colleges are like a nine months' convention! And as a rule, young people simply cannot maintain concentrated interest over so long a period. By the end of five weeks our students are ready to quit the vocational part of their education, and they go to their academic work with pleasure. At the end of five weeks at college their mental digestion is taxed, and they are ready to go back to work. And a number of our teachers say they are getting about a year's work in twenty weeks, because they can push students harder, and they go at it with a keenness that is impossible when all the time is spent in the academic part of the education.

A Member: How many boys are studying Greek with you?

Mr. Morgan: Very few. I happened to meet this case. One of our boys is in New York in one of the best print shops in America. He was very much delighted recently to find he was the only man in the shop who could set up Greek text. But he is a rare exception with us.

A Member: Do boys ever come to you and say they will study for the Christian ministry?

Mr. Morgan: A very few.

The Member: What do you do for them?

Mr. Morgan: I tell them I think a minister would do very well indeed to know something besides homiletics. We all like catholicity. Take a great university like Harvard; it has catholicity, and every interest can find a place there, but that catholicity is an attribute of the institution and not of its product. I was up there recently, at the time of the Yale-Harvard football game, and the members of the team were fine human specimens. I met a group of non-athletic, intellectually-inclined students. They

shook hands very feebly. One had developed physically and the other mentally. I saw the curriculum of a theological student, just the other day, and almost without exception the studies he was taking related to his own calling, as differing from other men's callings. I think he very much needed an education as a human being as well as education as a minister.

A Member: But what do you do with them?

Mr. Morgan: We tell them later to go to a theological school. We do not want a boy to stay at Antioch any longer than is good for him, and a part of our job is to know when he should go somewhere else. We sometimes send boys to law schools and engineering schools, where they can get a finish we cannot give them.

A Member: May I ask, is the time arrangement required of all students, or can a student take full time in academic work?

Mr. Morgan: We have provision for full-time students. They get their work by taking one set of studies for five weeks, and then another set for five weeks, but we are not very favorable to that. Somewhere between five and ten per cent. of our students are not on the co-operative basis.

A Member: I wish to ask whether you have difficulty in getting places for men for five weeks' work in a large number of industries.

Mr. Morgan: We do not have any trouble in getting places, but we have trouble getting the best places. Now we have a personnel department of four people that does nothing else, but we need to increase that to about eight. Then our whole faculty is interested in placements. If we can do the perfect job, we shall be doing for all of the students what we do for some of them. We sometimes can place students in an industry run by a great man who is making great developments. Get a boy under a great man like that and it may mean a career for him. We are finding opportunities to put boys and girls under great personalities, where they can get great experience. We want to do that in every case where a student is worthy of it. We have not by any means arrived at that condition; even while we do not do that, the work they do get is, in many cases, about as valuable to them as their

class-room work. Our problem is, what kind of work, and not whether they can get work.

A Member: Have some of your earlier graduates under this system reached a position of leadership that one would not expect from their training in administration?

Mr. Morgan: We have not been running long enough to know that. I might refer to Cincinnati University—we owe a great deal to Dean Schneider, who in the past has applied the co-operative plan chiefly there to engineering training.

I went down to talk to Dean Schneider's graduating class one day, and on the train was one of his graduates. I got acquainted with the boy, and found he was a designing engineer. I gave him a job next Monday morning in our engineering office in designing, and I watched his work possibly more closely because of his training. About a year later the designing engineer resigned, and we promoted this boy, a year out of college, to be assistant designing engineer. In another year the new designing engineer resigned, and we promoted this boy to that position. During his school work he had been designing engineering works. We watched him very carefully. In two years he was our designing engineer; he has designed a few million dollars worth of engineering works, and has not slipped. I should not have expected that stage of development in less than five or six years, but his training and experience worked together; his judgment was sound, his technique was sound, and we found that we dared give him responsibility. That was an experience under my own observation. Some of these boys and girls are being offered positions now, in their second and third years, that many a college graduate would be glad to get at the end of a college course.

A Member: I should be glad, Mr. President, if Mr. Morgan would go a bit more into detail as to what to do with the girls under such a plan.

Mr. Morgan: Some of our girls are in institutional management, taking care of people, feeding them, housing, etc. Some are in kindergarten work, some in domestic science teaching, all leading to educational administration. Some are looking ahead to becoming buyers for department stores, and are becoming acquainted with department store administration. Some are look-

ing forward to employment service in industry, the employment of women workers or laborers, a few in social settlement work. Some want to go into accounting work, etc. I was talking recently with a young woman inheriting quite a fortune, and she desired to become acquainted with financial methods, so she can look after her property. There is a very great range. Here is one case of what some of our girls are doing: They went over to a furniture store in Dayton that was selling modern furniture. They asked the proprietor about his modern electric cookers, and his time-operated cookers, etc., and his kitchen cabinets; how much saving that was to a kitchen helper. He had never measured. They asked if they could measure it for him. Two kitchens were side by side in the store, one a standard American kitchen, and the other up-to-date in every respect. Then those two girls kept house. They wore pedometers, and measured their steps each day. They were supposedly sisters who had married different men. They kept the length of time it took to cook meals; and everybody who came into the store was interested. The manufacturers of some of the equipment were so interested that they have built two of those kitchens near their factories, and our girls are alternating—two pairs of girls at a time—in these kitchens. That's rather an exceptional case.

A Member:—What do you do with a boy or girl, the rare soul who loves pure scholarship and does not want to go into practical work because he does not want to be interrupted?

Mr. Morgan: We are looking for that kind of person all the time! We want at Antioch a cross-section of life, a love of music and literature, and a love of scholarship; and if anybody applies to Antioch with such an object in view, we try to get him to come. One boy has decided that he wants to be a naturalist. Another wants to go into biology. We have arranged to have required cultural courses and to allow only those to take advanced work in liberal subjects who have made good records in elementary work. A little group of those can work with the professor and go as far and as fast as they are able, but we eliminate from advanced work those who have not made good records in elementary courses. So it leaves a little group to go ahead at what-

ever pace they can. That's the way we try to keep the doors open for those who love scholarship.

The President, Dr. Farrand: I am afraid we must bring this discussion to a close, much as we would like to continue with this question and answer symposium, bringing out the most interesting facts concerning this work at Antioch. President Morgan, the fact that we could very well spend the rest of the afternoon in discussing your very valuable and interesting address and your splendid work at Antioch College is the best tribute we can pay to the interest of the discussion you have presented.

BUSINESS SESSION

Annual Report of the Treasurer of the Association of Colleges
and Preparatory Schools of the Middle States and
Maryland for the Fiscal Year, 1922-23

From December 4, 1922 to November 28, 1923

DEBIT

Balance from the year 1921-22	\$1,181.09
Dues from one institution, 1919-1920.....	5.00
Dues from two institutions, 1920-21	15.00
Dues from eight institutions, 1921-22	60.00
Dues from 261 institutions, 1922-23	1,957.50
Dues from three institutions, 1923-24	22.50
Dues from one institution, 1923-24, on account	2.50
Interest on deposits	35.24
Refund by member of Commission of overcharge for entertainment made by mistake	12.25
	<hr/>
	\$3,291.08

CREDIT

Expenses of Annual Meeting, 1922	\$317.03
Dues to National Conference on Standards	10.00
Printing, Postage, and Notary Fees	779.42
Salaries	300.00
Clerical Service	35.00
Travel and Entertainment of Executive Committee, Officers and Members of Commissions	377.34
	<hr/>
	\$1,818.79

Balance in hands of the Treasurer November 28, 1923,
on deposit with Girard Trust Co., Philadelphia, No-
vember 27, 1923

1,472.29

Total as above

\$3,291.08

One institution is in arrears for the years 1921-22 and 1922-23.

Five other institutions are in arrears for 1922-23 only.

The By-Laws provide that institutions that have not paid their dues for three consecutive years be automatically dropped from membership. This year no institutions came under the operation of this rule. The Baltimore City College, reported at the last annual meeting as a delinquent, was reinstated upon payment of the back dues.

STANLEY R. YARNALL,
Treasurer.

REPORT OF THE AUDITING COMMITTEE

We have examined the account of the Treasurer for the Fiscal year 1922-23 and the accompanying vouchers and find all to be correct as set forth; the balance in his hands November 28, 1923, being \$1,472.29.

HENRY A. DRESSER,
C. H. EHRENFELD,
Auditors.

REPORT OF EXECUTIVE COMMITTEE

During the past year the Executive Committee held one formal meeting, in addition to which the executive officers have met to complete plans for the program.

Careful consideration has been given to the amendments to the constitution proposed in 1922 by the Association of College Presidents of Pennsylvania and referred to the Executive Committee for deliberation. It was the unanimous decision of the Committee to report adversely upon both amendments.

The first change suggested was:

To amend Article 2, Section 2, by inserting in the second clause the words "in all cases where a division is called for, and"—the section to read, "In transacting the ordinary business of the meetings of the Association all delegates present shall be entitled to vote, but in all cases when a division is called for and on all questions requiring a decision by ballot each institution shall have but one vote."

The resort to a ballot by members whenever requested by any delegate present seems to your Committee an exceedingly

cumbersome method of voting and it is feared that it would have a retarding and deadening effect upon the business session quite out of proportion to any gain that might possibly accompany the change.

The second amendment proposed has the following wording:

To add a new section, Section 3, as follows: "In matters which affect colleges primarily, the delegates from colleges alone shall be allowed to vote, and on matters which affect schools, the delegates from schools alone shall vote."

The Executive Committee is emphatically of the opinion that this amendment would not only be unwise but directly contrary to the ideals underlying the organization of our Association. It would virtually divide the Association into two different bodies, whereas the great value of our organization would seem to lie in bringing together the opinions of different types of institutions, all dealing with fundamental educational problems. It seems further that the schools have a very definite and important interest in the standards maintained by the colleges, just as the work that the colleges can do depends very greatly upon what has been done or has been left undone by the schools.

It is, then, the judgment of your Committee that it ought to recommend to the Association that these amendments be not adopted.

During the year there have been twenty-one additions to our membership as follows:

Raymond Riordon School, Highland, N. Y.

The Storm King School (Stone School), Cornwall, N. Y.

Irving School, Tarrytown-on-Hudson, N. Y.

Moravian Preparatory School, Bethlehem, Pa.

St. Alban's, Mt. St. Alban, Washington, D. C.

Liberty High School, Bethlehem, Pa.

The Newman School, Lakewood, N. J.

The Donaldson School, Ilchester, Md.

Harrisburg Academy, Harrisburg, Pa.

Millersville State Normal School, Millersville, Pa.

Slippery Rock State Normal School, Slippery Rock, Pa.

McBurney School, 318 W. 57th St., New York City.

State Normal School, Indiana, Pa.

Ogontz School, Montgomery Co., Pa.

Georgetown College Preparatory School, Garrett Park, Md.

The Stevens School, Germantown, Philadelphia, Pa.

St. John's College, Brooklyn, N. Y.

Russell Sage College, Russell Sage College.

Stony Brook School, Stony Brook, N. Y.

Hackley School, Tarrytown, N. Y.

Academy of New Church, Bryn Athyn, Pa.

The Massee Country School has removed to Connecticut and is, therefore, no longer within the territory covered by the Association. In addition to this school, the Roger Ascham School, at Hartsdale, New York, and Buffalo Seminary, have withdrawn from membership.

Because of the absence in the far west of Dean George Reavis, who is recovering from a serious illness, the President appointed Dr. Charles Hunt, Acting Dean at the University of Pittsburgh, as Chairman Pro-tem of the Commission on Secondary Schools, his appointment to continue until such time as Dean Reavis is able to resume his duties.

The Committee also gave its endorsement to a request signed by a group of educators and addressed to the General Education Board, asking that an appropriation be made for a comprehensive study of the teaching of English in the secondary schools similar to investigations already made with respect to certain other subjects.

Respectfully submitted,

GEORGE WM. McCLELLAND,

Secretary.

Upon motion, the report of the Executive Committee was approved, including the recommendations of the Committee. The vote was unanimous.

COMMITTEE ON SEPTEMBER ENTRANCE EXAMINATIONS

Report of the Committee appointed at the annual business meeting of the Association in 1922 to investigate the advisability of having the College Entrance Board Examinations given in the autumn in a limited number of centers:

Your committee met in April, 1923, with all the members present and discussed the question submitted to us. It was our united judgment that since the College Entrance Board is constituted by thirty-four colleges and universities, the first step was to learn from those institutions their opinion on the advisability of having the Board arrange for autumn examinations under its care in a limited number of centers. Consequently, a letter of inquiry was sent to the executive officers of the institutions constituting the Board, asking whether they favored the plan or not.

Answers have been received from all of the institutions with four exceptions: Adelphi, Amherst, Cornell and Union. Twelve institutions are definitely opposed to the plan, including Harvard, Yale, University of Pennsylvania, Princeton, Mass., Institute of Technology, Columbia, Stevens Institute, Hamilton, Smith, Wells, Swarthmore and Johns Hopkins. It will be noted that these names include the largest institutions in our territory. Eight institutions were in favor, but most of the eight expressed some doubt as to the advisability of the plan and qualified their approval with reservations about the examinations being held very early in September to be of service. Six expressed willingness if other institutions were particularly anxious about the matter, but had little interest and felt no real need of change. Four were not interested. Therefore, the vote stood eight in favor, with qualifications, twelve opposed, and ten interested very little or not at all.

Your committee all met in New York on Friday evening, November 2d and discussed the question at length, with a resume before us of the replies from the different colleges. It was our united judgment to report adversely to the proposal. We appreciate the convenience it might prove to certain schools, on account of their location, to have such examinations given, but in view of the results of our investigation, it is our judgment that the Board would vote against such a plan if it were proposed. Fur-

thermore, the committee was impressed by the strong constructive reasons against autumn examinations stated in a considerable number of the letters.

There appears to be a growing movement to discourage all preliminary examinations taken in the autumn. Princeton has made a ruling that after 1923 no autumn preliminary examinations will be permitted and our committee has good reason to believe that several of the other leading institutions in the east expect soon to make similar announcements. Many of the replies also stated that in the case of final examinations in the autumn, the Admission Department regard it as essential that candidates appear in person. Deans and Chairmen of Admission Committees of the leading institutions that constitute the College Entrance Examination Board agree in their belief that autumn examinations have encouraged superficial teaching for the sole purpose of passing examinations. Most of the difficult cases that the colleges have to deal with in the Freshman year are the pupils who gain admission through autumn examinations, whether preliminary or final.

Basing our judgment, therefore, both on the replies to the questionnaire sent out and also on the broad question of educational policy, our committee reports that the plan does not appear feasible and asks to be discharged.

Signed for the Committee:

JOHN H. DENBIGH,
RALPH E. FILES,
RICHARD M. GUMMERE,
WALTER R. MARSH,
STANLEY R. YARNALL, *Chairman*.

DISCUSSION

Mr. Head, (Nichols School): Mr. President, in spite of the very complete report of the Committee, and the time and attention they have undoubtedly given to their work—and they have certainly been most careful in their work, I feel very strongly that this Association would make a serious mistake to allow this to go by without general consideration. My reasons are briefly as

follows: I can well believe that many colleges are not interested in fall examinations, particularly those which have more applications for admission than they can take care of, and that it would be easier and better for them to have their rolls filled up in June, and have the matter closed until the following June. But is that the fairest thing to the boys and girls who seek admission to our institutions? After all what we all want to do is to give the fairest and most careful consideration to the interests of the boys and girls who attend our institutions. And the very fact that some of the colleges have more applications than they can take care of is simply an additional reason why the colleges should take particular care that they give their places to those thoroughly worthy.

Is there demand on the part of the schools for fall examinations? I fancy there is. I am connected with a private school in Buffalo. We have no summer session. I am not interested in this problem as a personal matter at all; but I do believe that there are certain rights of boys and girls which should be defended. One of our local high schools two summers ago opened its doors on the mere chance that there should be some young people who wanted to do some work. With the Board's permission the principal said he would make the trial. He opened the doors, thinking there might be fifty or sixty who might be interested to come in and study, and they had one thousand students in the first session of the Hutchinson Central High School, with no prospect of any credit. Last summer they had fourteen hundred students, and the summer session was taken over by the Department of Education, and regularly fathered. There are plenty of other examples to show the demand.

One of the arguments against it seems to be that many of the men who come up in the fall are fully prepared to be shoved into college at the last minute. That argument would be comic if it were not tragic. Is it any more difficult to shop over the goods in September rather than June? Last year this Association discussed some of the new bases for admission of candidates to college, and I understood that the intellectual test was to be henceforth only one of the tests applied, that that was far too narrow a basis for the selection of candidates for college, that there should be principals' reports, questionnaires as to character,

and I thought that was a step in advance. Now with all these checks and safeguards will it not be possible to select those who are really fitted for the work, and exclude those who are not?

I must mention one more point: I feel that one of the greatest indictments that can be made against the secondary schools is that because of their severe requirements, many boys and girls are cut off from their extra curriculum activities, such as music and art; and I think that is a great pity. Many parents say to me, "My boy must give up music because your requirements are so severe, there is no time left for it." And I have said, "Yes, if your boy will drop one study, perhaps he can have time for music or art." Now that can be made up in the summer time, and perhaps with the same teacher as in the fall. What difference is there between the teacher in the class-room, with fifteen pupils, or fifty, and the same teacher with one pupil, unless it be that the personal relation is such that he can do the kind of teaching he cannot do in the crowd. I believe it is the duty of the colleges to adapt themselves to these new conditions, and even though it may not be convenient to suit themselves to fall examinations, I believe, out of justice to the boys and girls who actually want to do intellectual work, twelve months in the year, they should try to adapt their schedules and plans accordingly, and arrange to make allowances for some such honest cases as there undoubtedly are.

Upon motion, the report of the Committee was received and approved with some dissenting votes.

REPORT OF THE COMMISSION ON HIGHER INSTITUTIONS

PROFESSOR ADAM LEROY JONES, Chairman

Mr. President and Members of the Association: The Commission held a meeting in Philadelphia on November 16th, for the consideration of pending applications and some other business. It was voted to add tentatively to the list of approved institutions St. John's College, Annapolis. At the meeting last year the Commission presented the standards which had been proposed by the American Council on Education, and which previous to

that time had been adopted by a large number of associations throughout the country, including the Southern Association of Colleges and Secondary Schools, the Association of American Universities, a number of the state departments of education, a number of church boards. Members of this Association may recall that when the Commission on Institutions of Higher Education was established, it was stated that one of the duties of the Commission on Institutions of Higher Education would be to try, as far as possible, to bring the standards for the approval of colleges in this Association into harmony with those of other organizations in the country. The standards proposed by the American Council on Education differed very little, as a matter of fact, from those which were adopted by this Association. They are somewhat less specific in detail. The Commission would like, then, to bring up for action at the present time the substitution of the standards proposed by the American Council on Education for the standards which have heretofore been the standards of this body.

It was also determined by the Commission that the year 1924-25 would be the most appropriate time to review the data from colleges which have already been included in the list of the Association.

One other matter has been brought to the attention of this Commission by the members of the Association, the question of the possible standards for normal schools and teachers' colleges, and the further question as to whether this Association should proceed to draw up such standards, and to invite applications from institutions which might desire to be included in a list of such institutions of this type as might meet the standards. The Commission is not at all eager to enter upon this enterprise, but in case the Association should desire, at this meeting or later, that the Commission undertake it, it was agreed that it would ask for an addition of three to the membership of the Commission, in order that a representation from normal schools and teachers' colleges might be included in the Committee, with the understanding that at first those three members should be appointed by the chair, one for a period of three years, one for two years, and one for one year, their successors to be elected as are the present members of the Commission, on the expiration of terms of office for which they were appointed. The Commission is ready to

undertake this task, if it has a mandate, but is not at all eager to enter upon it. Some institutions which are members of the Association are very eager to see the matter undertaken. How general that desire is our Commission has no means of knowing.

After Dr. Jones had commented upon the main points of difference between the two sets of standards, it was voted unanimously that the standards drawn up by the American Council on Education be substituted for those formerly adopted by this Association.

The Chair gave the opportunity for a motion that the Commission undertake the formulation of standards for normal schools and teachers' colleges, but no such motion was made.

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

PROFESSOR CHARLES HUNT, University of Pittsburgh, Acting Chairman

Mr. President and Members of the Association: I regret very much that Dean Reavis is not here to make this report himself. He has a great interest in this matter, and his experience would be of great value.

The Commission met last week in Philadelphia, went over the criticisms which have been turned in, and made numerous changes. (The Chairman then presented the following revised standards, indicating the changes that had been made:)

STANDARDS FOR SECONDARY SCHOOLS*

1. Organization and Administration.

Standard 1. A school to be accredited shall require for graduation the completion of a four year secondary school course covering fifteen units. A unit is defined as a year's work in one subject requiring approximately one-fourth of the student's time. It includes in the aggregate not less than one hundred twenty

*Copies of the revised standards as amended may be procured from the Secretary of the Association.

sixty-minute hours of prepared classroom work. The minimum length of a recitation period shall be forty minutes exclusive of time used in the changing of classes or teachers. The Association recommends a school year consisting of thirty-six weeks.

Standard 2. The efficiency of instruction, the acquired habits of thought and study, the general intellectual and moral level of a school are paramount factors in determining its standing, and therefore only schools which rank high in these qualities as shown through systematic, competent, sympathetic, inspection, or by achievement of their graduates in higher institutions, shall be considered eligible for the accredited list.

Standard 3. The Association will hold that a sufficient number of qualified teachers must be provided to care adequately for all instruction offered. Not less than the equivalent of the full teaching time of three teachers may be given to academic subjects.

II. Preparation of Teachers.

Standard 4. The standard of preparation for a teacher of academic subjects shall be the completion of a four years' course in a college approved by this Association or in a college of equal rank. Due consideration shall be given to teachers with other than this preparation who have demonstrated their ability through successful experience, provided that at least three fourths of the teachers of academic subjects meet the standards of preparation.

Teachers should have had professional training or should have had successful teaching experience.

A school to be accredited shall have a salary schedule which is sufficient to secure teachers with the foregoing qualifications.

III. The Teaching Load.

Standard 5. The number of daily periods of classroom instruction for a teacher should not exceed five. A school requiring of any teacher more than six teaching periods a day or a daily teaching load of more than one hundred fifty pupil periods, must justify under Standard 2 the deviation from this standard.

In interpreting this standard a double period of laboratory work or of study room supervision may be counted as the equivalent of one period of teaching.

Standard 6. No school with an excessive number of pupils per teacher based on average attendance shall be accredited. The Association recommends thirty as a maximum.

IV. Program of Studies.

Standard 7. The Association recommends that every accredited school offer units of work in English, Mathematics, Foreign Languages, Social and Natural Sciences, Practical and Fine Arts, and Physical Education. Vocational subjects should be offered where local conditions permit.

V. Physical Equipment.

Standard 8. The location, construction and care of school buildings, and equipment shall be such as to insure hygienic conditions for both pupils and teachers.

Standard 9. The laboratory and the library facility shall be adequate to the needs of instruction in the subject taught.

DISCUSSION

Mr. Brown (Berkeley Irving School) voiced a protest against any attempt to standardize schools in respect to methods of instruction and management, and stated that many schoolmen and presidents of universities in reply to a circular letter sent out by the school indicated that they agreed with him in most of his contentions. In his opinion, the schools ought to agree to conform to the requirements of the colleges and ought to be judged by the results attained.

Mr. O'Dell and *Mr. Reed*, representatives of the New Jersey Science Teachers' Association, objected to the consideration of two periods of laboratory work as the equivalent of one period of classroom instruction because of the work required of the teacher in preparing for the laboratory period, in taking care of note books, and in the handling of apparatus. The following statement from the Executive Committee of the New Jersey Science Teachers' Association was presented:

The Executive Committee of the New Jersey Science Teachers' Association wishes to make a suggestion in regard to the Tentative Standards for Secondary Schools which is to be pre-

sented for adoption at the coming meeting of the Association of Colleges and Preparatory Schools of the Middle States and Maryland:

III. Teaching Load. Standard 5, has this statement: "In interpreting this standard a double period of laboratory work or of study room supervision may be counted as the equivalent of one period of teaching."

Since the preparation for a laboratory period requires on the part of the teacher a large amount of care, skill and time, one laboratory period should be considered fully the equivalent of a recitation period, except in a school where a trained laboratory assistant is largely responsible for the preparation for laboratory work and the correction of laboratory reports.

Miss Jenkins (Halsted School) spoke in behalf of private preparatory schools, especially those in the cities, that could not under existing circumstances have a school year of thirty-six weeks, but were giving conspicuously good preparation for college. She also pointed out that with small classes and superior teachers they were able to meet the college requirements without giving one-fourth of a year's time to each of four subjects.

Mr. Gottschall (Union College) suggested that the qualifications of teachers be stated more specifically, so that it might be clearly apparent that teachers must be specially trained for the particular subjects they are to teach. He also voiced the objection of Union College to the teaching of the social sciences in the secondary schools.

Mrs. Holton (Holton Arms School), while expressing herself in favor of such standardization as makes for co-operation, made a plea for greater emphasis upon Standard 2, with the understanding that each school be given freedom to reach that standard in its own way. She bore testimony to the remarkable results in preparation for college examinations achieved by the school she represented, which has thirty-minute periods and a school year of only 150 days.

Mr. George Walton (George School) suggested an additional sentence in Standard 1 to read:

"Schools not complying with this standard must justify their deviation under Standard 2."

This was accepted by the Chairman of the Commission as a part of the original report of the Commission.

It was then moved that the last sentence under Standard 5 reading: "In interpreting this standard a double period of laboratory work or of study room supervision may be counted as the equivalent of one period of teaching," be stricken out, but the amendment was lost.

Secretary McClelland then found among his rough notes a memorandum that at the last meeting of the Commission it had been voted to add the following sentence to Standard 1:

"Small classes, the distribution of the secondary school course over a period of more than four years, and excellence of results obtained as measured under Standard 2 shall compensate for a school year shorter than thirty-six weeks." This sentence, which was inadvertently omitted from the printed standards, was added to the report of the Commission in place of the sentence previously suggested by Mr. Walton.

Mr. Dunn then suggested to amend by substituting the word "or" for the "and" in the above sentence. The amendment was carried by a close vote. The amended report was then voted upon and adopted, but not quite unanimously.

NEW BUSINESS

Mr. Roger Swetland (Peddie School) then introduced the following motion: That a committee representing both colleges and secondary schools be appointed to consider: first, the securing of entrance credit for Public Speaking at colleges which admit by certificate; second, the securing of an examination in Public Speaking by the College Entrance Examination Board; third, the standardization of requirements for such credit and such examination.

The motion was seconded and carried unanimously.

President Frederick C. Ferry (Hamilton College) offered the following resolutions, each of which was unanimously and enthusiastically carried:

Resolved, that the Association express at this time its grateful appreciation of the service rendered by Mr. Stanley R. Yarnall

through representing it faithfully and effectively on the College Entrance Examination Board for an unusually long term.

Resolved, that the Association convey its cordial thanks to Lehigh University and Moravian College for the delightful hospitality which has made its thirty-seventh annual convention a happy and memorable occasion.

The President then announced the appointment of the following representatives on the College Entrance Examination Board for the year 1924:

Headmaster WALTER MARSH, St. Paul's School.

Headmaster RICHARD GUMMERE, William Penn Charter School.

Principal JOHN DENBIGH, Packer Collegiate Institute.

Principal RALPH FILES, East Orange High School.

Headmaster WILLIAM M. IRVINE, Mercersburg Academy.

The convention then adjourned Saturday, at 5:06 P. M.

LIST OF MEMBERS, 1923-1924

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Academy of the New Church...	Bryn Athyn, Pa.	N. D. Pendleton, D. D.
Adelphi Academy.....	Brooklyn, New York..	Eugene C. Alder
Adelphi College.....	Brooklyn, N. Y. (Clif- ton Pl. & Lafay- ette Ave.).....	Frank D. Blodgett
Agnes Irwin School.....	Philadelphia (2011 De- lancey Pl.).....	Josephine A. Natt
Albany Academy.....	Albany, N. Y.....	Islay F. McCormick
Albright College.....	Myerstown, Pa.....	C. A. Bowman
Alcuin Preparatory School....	New York City (11½ West 86th Street)...	Grace H. Kupfer and Blanche Hirsch
Alfred University.....	Alfred, N. Y.....	Boothe C. Davis, Ph. D.
Allegheny College.....	Meadville, Pa.....	Fred W. Hixson, D. D., LL. D.
Allentown Preparatory School...	Allentown, Pa.....	Frank G. Sigman
Armstrong Manual Training School.....	Washington, D. C.....	Arthur C. Neuman
Arnold School.....	Pittsburgh, Pa.....	Charles W. Wilder
Baldwin School.....	Bryn Mawr, Pa.....	Elizabeth F. Johnson
Baltimore City College.....	Baltimore, Md.....	Wilbur F. Smith
Baltimore Polytechnic Institute.	Baltimore, Md. (North Ave. & Calvert St.)	William R. King, U. S. N.
Barnard School for Boys.....	New York City (721 St. Nicholas Ave.)...	William L. Hazen
Barnard School for Girls.....	New York City (421 W. 148th St.).....	Wayland E. Stearns
Barringer High School.....	Newark, N. J.....	Lucie Beard
Beard School.....	Orange, N. J.....	May F. Bennett
Bennett School.....	Millbrook, N. Y.....	Ina C. Atwood
Berkeley Institute.....	Brooklyn, N. Y. (185 Lincoln Place).....	Lewis Dwight Ray, Ph. D.
Berkeley Irving School.....	New York City (309 W. 83d St.).....	D. Fred Aungst
Bernardsville High School.....	Bernardsville, N. J....	John M. Tuggey
Bethlehem Preparatory School..	Bethlehem, Pa.....	A. R. Grier
Birmingham School for Girls...	Birmingham, Pa.....	John C. Sharpe
Blair Academy.....	Blairstown, N. J.....	J. M. Henry
Blue Ridge College	New Windsor, Md.....	Col. Thompson D. Landon
Bordentown Military Institute..	Bordentown, N. J.....	Arthur L. Jones
Boys' High School.....	Brooklyn, N. Y.....	John H. Frizzell
Boys' High School.....	Reading, Pa.....	Gordon N. Northrop
Brearley School.....	New York City (60 East 61st St.).....	Florence Greer
Brooklyn Heights Seminary.....	Brooklyn, N. Y. (18 Pierrepont St.).....	Marion E. Park
Bryn Mawr College.....	Bryn Mawr, Pa.....	Edith Hamilton
Bryn Mawr School.....	Baltimore, Md. (Cath- edral & Preston Sts.).....	John H. Harris, D. D.
Bucknell University.....	Lewisburg, Pa.....	Milo F. McDonald
Bushwick High School.....	Brooklyn, N. Y. (400 Irving Ave.).....	Clara S. Burrough
Camden High School.....	Camden, N. J.....	Peter Cusick
Canisius College.....	Buffalo, N. Y.....	F. B. Chamberlain
Cascadilla School.....	Ithaca, N. Y.....	C. E. Mason (Miss)
Castle (The).....	Tarrytown, N. Y.....	Miriam A. Bytel
Cathedral School of St. Mary...	Garden City, N. Y....	Thomas J. Shahan, D. D.
Catholic University of America..	Washington, D. C.....	Robert J. Trevorow
Centenary Collegiate Institute..	Hackettstown, N. J....	

*Members are requested to send the Secretary notice of any changes to be made in this list. The only degrees printed are those of the doctorate, in order to insure correct addressing.

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Central Commercial & Manual Training High School.....	Newark, N. J.....	William Wiener
Central High School.....	Harrisburg, Pa.....	Walter E. Severance
Central High School.....	Philadelphia (Broad & Green Sts.)....	John L. Haney, Ph. D.
(Miss) Chandor's School.....	New York City (137 E. 62nd St.).....	Valentine Chandor
(Miss) Chapin's School.....	New York City (32 E. 57th St.).....	M. C. Fairfax (Miss)
Chester High School.....	Chester, Pa.....	G. W. Gulden
Chestnut Hill Academy.....	Chestnut Hill, Pa.....	T. R. Hyde
Colgate University.....	Hamilton, N. Y.....	Elmer Burritt Bryan, LL. D.
College of the City of New York.....	New York City.....	Sydney Edward Mezes, Ph. D., LL. D.
College of Mount St. Mary.....	Plainfield, N. J.....	Mother Mary John
College of Mount St. Vincent...	On-Hudson, New York City.....	Sister Josephine Rossaire
College of New Rochelle.....	New Rochelle, N. Y..	Rev. Mother Ignatius
College of Saint Elizabeth.....	Convent, N. J.....	Sister Mary Pauline
Collegiate School.....	New York City (241 W. 77th St.).....	Arthur F. Warren
Colonial School for Girls.....	Washington, D. C. (1539 18th St.)....	Jessie Truman
Columbia Grammar School.....	New York City (5-7-9 W. 93rd St.).....	Frederic A. Alden
Columbia High School.....	South Orange, N. J....	J. H. Bosshart
Columbia University.....	New York City.....	Nicholas Murray Butler, LL. D.
Cornell University.....	Ithaca, N. Y.....	Livingston Farrand
Cutler School.....	New York City (755 Madison Ave.).....	Henry L. Harrison
Dearborn-Morgan School.....	Orange, N. J.....	A. M. Aroline
DeWitt Clinton High School....	New York City (59th St. & 10th Ave.)....	Francis H. J. Paul
Dickinson College.....	Carlisle, Pa.....	James H. Morgan, Ph. D.
Dickinson Seminary.....	Williamsport, Pa.....	John W. Long
Donaldson School.....	Ilchester, Md.....	Herbert S. Hastings
(Mrs.) Dow's School.....	Briarcliff Manor, N.Y.	Edith C. Hartman
Drew Seminary.....	Carmel, N. Y.....	Clarence P. McClelland
Drexel Institute.....	Philadelphia, Pa.....	Kenneth Matheson, LL. D.
Dunbar High School.....	Washington, D. C....	Mr. Wilkinson
D'Youville College.....	Buffalo, N. Y.....	Mother Saint Verecunda
East High School.....	Rochester, N. Y.....	William Betz
Eastern District High School....	Brooklyn, N. Y. (Murray Ave. & Kep St.)..	William T. Vlymen, Ph. D.
Eastern High School.....	Baltimore, Md.....	E. J. Becker, Ph. D.
(Misses) Eastman's School.....	Washington, D. C. (1305 17th St.)....	Miriam M. Eastman
Easton High School.....	Easton, Pa.....	W. C. Davis
East Orange High School.....	East Orange, N. J....	Ralph E. Files
Elizabethtown College.....	Elizabethtown, Pa....	J. G. Meyer
Elmira College.....	Elmira, N. Y.....	Frederick Lent
Emma Willard School.....	Troy, N. Y.....	Eliza Kellas, Ph. D.
Episcopal Academy.....	Overbrook, Pa.....	Greville Haslam
Erasmus Hall High School.....	Brooklyn, N. Y.....	J. H. Low
Ethical Culture School.....	New York City (Central Park West & 63d St.).....	V. T. Thayer
Evander Childs High School....	New York City (Westchester & St. Lawrence Ave.).....	Gilbert S. Blakely
Franklin & Marshall Academy..	Lancaster, Pa.....	E. M. Hartman

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Franklin & Marshall College...	Lancaster, Pa.	Henry Harbaugh Apple, D. D., LL. D.
Franklin School.....	New York City (18-20 W. 89th St.)....	Friedrich Otto Koenig, J. U. D.
Friends' Central High School...	Philadelphia, Pa. (15th & Race Sts.).....	L. Ralston Thomas
Friends' School.....	Baltimore, Md.	E. C. Wilson
Friends' School.....	Brooklyn, N. Y. (112 Schermerhorn St.)..	Guy W. Chipman
Friends' School.....	Wilmington, Del.	Herschel A. Norris
Friends' Select School.....	Philadelphia, Pa. (140 N. 16th St.).....	Walter W. Haviland
Friends' Seminary.....	New York City (226 E. 16th St.).....	John L. Carver
Gallaudet College.....	Washington, D. C.	Percival Hall
Garrison Forest School.....	Green Spring Valley, Garrison, Md.	Mary M. Livingston
Geneva College.....	Beaver Falls, Pa.	R. H. Martin
George School.....	George School, Pa.	George A. Walton
Georgetown College.....	Washington, D. C.	A. J. Donlon
Georgetown College Preparatory School.....	Garret Park, Md.	George E. Kelly
George Washington University..	Washington, D. C.	William M. Lewis
Germantown Academy.....	Philadelphia, Pa.	Samuel E. Osbourne
Germantown Friends' School...	Germantown, Phila.	Stanley R. Yarnall
Germantown High School.....	Philadelphia, Pa.	Leslie Seely
Gettysburg College.....	Gettysburg, Pa.	W. A. Granville
Gilman Country School.....	Roland Park, Md.	L. Wardlaw Miles
Girard College.....	Philadelphia, Pa.	Cheesman A. Herrick
Girls' High School.....	Brooklyn, N. Y.	W. L. Felter, Ph. D.
Girls' High School.....	Philadelphia, Pa. (17th & Spring Garden St.)	Jessie E. Allen
Goucher College.....	Baltimore, Md.	William Wesley Guth, Ph. D.
Grove City College.....	Grove City, Pa.	Weir C. Ketler
Gunston Hall.....	Washington, D. C. (1906 Florida Ave.)	Mrs. Beverly R. Mason
Hackensack High School.....	Hackensack, N. J.	George L. Bennett
Hackley School.....	Tarrytown, N. Y.	Walter B. Gage
Halstead School.....	Yonkers, N. Y.	Mary S. Jenkins
Hamilton College.....	Clinton, N. Y.	Frederick C. Ferry, Ph. D.
Harrisburg Academy.....	Harrisburg, Pa.	Arthur E. Brown
Haverford College.....	Haverford, Pa.	William W. Comfort, Ph. D.
Haverford School.....	Haverford, Pa.	E. M. Wilson
Highland Hall.....	Hollidaysburg, Pa.	Ellen C. Keates
Hill School.....	Pottstown, Pa.	F. Boyd Edwards
(Miss) Hill's School for Girls ..	Philadelphia, Pa. (2204 Pine St.).....	Lillian C. Jones and Agnes B. Austin
Hobart College.....	Geneva, N. Y.	Murray Bartlett
Holman School for Girls.....	Philadelphia, Pa. (2204 Walnut St.).....	Elizabeth W. Braley
Holton Arms School.....	Washington, D. C. (2125 S St.).....	Mrs. Jessie M. Holton
Hood College.....	Frederick, Md.	Joseph H. Apple, Ph. D.
Horace Mann School for Boys..	Fieldston, New York City (W. 246th St.)	Charles C. Tillinghast
Horace Mann School.....	New York City (120th St. & Broadway)..	Henry C. Pearson
Howard University.....	Washington, D. C.	Stephen M. Newman
Hunter College of the City of N. Y.....	New York City (Park Ave. & 68th St.)..	George S. Davis, Ph. D.
Indiana State Normal School...	Indiana, Pa.	John A. H. Keith
Irving School.....	Tarrytown, N. Y.	J. M. Furman

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Jacobi School.....	New York City (158 W. 80th St.).....	Mary E. Calhoun
Jamaica High School.....	Jamaica, New York City.....	Charles H. Vosburgh
Johns Hopkins University.....	Baltimore, Md.....	Frank J. Goodnow, LL. D.
Juniata College.....	Huntingdon, Pa.....	I. Harvey Brumbaugh, Ph. D.
Kensington High School for Girls.....	Philadelphia, Pa.....	Beulah Fenimore
Kent Place School.....	Summit, N. J.....	Mrs. Sarah W. Paul & Anna S. Woodman
Kiskiminetas Springs School.....	Saltsburg, Pa.....	A. W. Wilson
Lafayette College.....	Easton, Pa.....	John Henry MacCracken, Ph. D., LL. D.
La Salle College.....	Philadelphia, Pa.....	Brother Richard
Lawrenceville School.....	Lawrenceville, N. J.....	Walter A. Abbott
Lebanon Valley College.....	Annapolis, Pa.....	G. D. Gossard, D. D.
Lehigh University.....	S. Bethlehem, Pa.....	C. R. Richards
Liberty High School.....	Bethlehem, Pa.....	James D. Howlett
Lincoln University.....	Lincoln University, Pa.....	John B. Randall
Linden Hall Seminary.....	Lititz, Pa.....	F. W. Stengel
Lock Haven High School.....	Lock Haven, Pa.....	N. P. Benson
Loyola College.....	Baltimore, Md.....	Joseph A. McEueany, S. J.
Loyola School.....	New York City (65 E. 83rd St.).....	J. Havens Richards, S. J.
McBurney School.....	New York City 318 W. 57th St.).....	Thomas Hemenway
McDonogh School.....	McDonogh, Md.....	W. T. Childs
Mackenzie School.....	Monroe, N. Y.....	Jas. C. Mackenzie, Ph. D.
(Miss) Madeira's School.....	Washington, D. C. (1326 19th St.).....	Lucy Madeira Wing
Maher Preparatory School.....	Philadelphia, Pa. (115 S. 34th St.).....	John F. Maher
Manhattan College.....	New York City (3280 Broadway).....	Brother Edward, F. S. C.
Manual Training High School.....	Brooklyn, N. Y.....	Horace M. Snyder, Ph. D.
Marquand School.....	Brooklyn, N. Y. (55 Hanson Place).....	Carle O. Warren
Maryland State Normal School.....	Baltimore, Md.....	Henry S. West
Mary Lyon School.....	Swarthmore, Pa.....	Mrs. H. M. Crist
Marywood College.....	Scranton, Pa.....	Mother M. Casimir
(Misses) Masters' School.....	Dobbs Ferry, N. Y.....	Sarah Masters
Mercersburg Academy.....	Mercersburg, Pa.....	William Mann Irvine, Ph. D.
Middletown High School.....	Middletown, Del.....	O. E. McKnight
Millersville State Normal School.....	Millersville, Pa.....	C. H. Gordinier
Milne High School.....	Albany, N. Y.....	John M. Sayles
Mohegan Lake School.....	Mohegan, N. Y.....	Albert E. Linder
Montclair Academy.....	Montclair, N. J.....	John G. MacVicar
Montclair High School.....	Montclair, N. J.....	H. W. Dutch
Montgomery School.....	Wynnewood, Pa.....	Gibson Bell
Moorestown Friends' School.....	Moorestown, N. J.....	W. E. Barrett
Moravian College and Theological Seminary.....	Bethlehem, Pa.....	J. Taylor Hamilton
Moravian Preparatory School.....	Bethlehem, Pa.....	R. H. Brennecke
Moravian Seminary and College for Women.....	Bethlehem, Pa.....	J. H. Clewell
Morris High School.....	New York City (Bos-ton Rd. & 166th St.).....	Elmer E. Bogart
Morristown School.....	Morristown, N. J.....	Arthur P. Butler
Mount St. Agnes College.....	Mt. Washington, Md.....	Sister M. Xavier
Mount St. Mary's College.....	Emmitsburg, Md.....	B. J. Bradley
Mount Vernon Seminary.....	Washington, D. C.....	Jean Dean Cole
Muhlenburg College.....	Allentown, Pa.....	John A. W. Haas, D. D., LL. D.
Nazareth Hall Military Academy.....	Nazareth, Pa.....	A. D. Thaler

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Newark Academy.....	Newark, N. J.....	Wilson Farrand
Newman School.....	Lakewood, N. J.....	C. Edmund Delbos
New York Military Academy...	Cornwall-on-Hudson, N. Y.....	Sebastian C. Jones
New York State College for Teachers.....	Albany, N. Y.....	Abraham R. Brubacker
New York University.....	New York City.....	Elmer E. Brown, Ph. D., LL. D.
Nichols School.....	Buffalo, N. Y. (Am- herst & Colvin Sts.)	Walter D. Head
Northeast High School for Boys.	Philadelphia, Pa.....	George F. Stradling
Oak Lane Country Day School..	Oak Lane, Pa.....	Francis M. Froelicher
Ogontz School.....	Montgomery Co., Pa.	Abbey A. Sutherland
Packer Collegiate Institute.....	Brooklyn, N. Y.....	John H. Denbigh, Ph. D.
Park School.....	Baltimore, Md.....	John W. Leydon
Passaic High School.....	Passaic, N. J.....	Arthur D. Arnold
Paterson High School.....	Paterson, N. J.....	Francis R. North
Peddie Institute.....	Hightstown, N. J.....	Roger W. Swetland
Penn Hall School for Girls.....	Chambersburg, Pa.....	F. T. Magill
Pennington School for Boys.....	Pennington, N. J.....	F. H. Green
Pennsylvania Military College...	Chester, Pa.....	Colonel C. C. Hyatt
Pennsylvania State College.....	State College, Pa.....	John M. Thomas
Perkiomen Seminary.....	Pennsburg, Pa.....	O. S. Kriebel
Phila. Normal School.....	Philadelphia, Pa.....	J. Eugene Baker
Pingry School.....	Elizabeth, N. J.....	C. Bertram Newton
Polytechnic Prep. Country Day School.....	Dyker Heights, Brook- lyn, N. Y.....	J. D. Allen
Princeton High School.....	Princeton, N. J.....	M. T. Vanderbilt (Miss)
Princeton Preparatory School...	Princeton, N. J.....	J. B. Fine
Princeton University.....	Princeton, N. J.....	John G. Hibben, Ph. D.
Raymond Riordon School.....	Highland, N. Y.....	Earl C. Popp
Ridgefield Park High School....	Ridgefield Park, N. J.	A. Ray Palmer
Russell Sage College.....	Troy, N. Y.....	Eliza Kellas
Rutgers College.....	New Brunswick, N. J.	W. H. S. Demarest, D. D.
Rutgers Preparatory School....	New Brunswick, N. J.	William P. Kelly
St. Agatha.....	New York City (553 West End Ave.)....	Emma G. Sebring
St. Agnes' School.....	Albany, N. Y.....	Matilda Gray
St. Alban's.....	Mt. St. Alban, Wash- ington, D. C.....	William H. Church
St. Bonaventure's Seminary & College.....	St. Bonaventure, New York.....	Thomas Plassmann
St. James' School.....	St. James School, Md..	A. H. Onderdonk
St. John Baptist School.....	Ralston, N. J.....	The Sister Superior
St. John's College.....	Annapolis, Md.....	Thomas Fell, LL. D.
St. John's College.....	Brooklyn, N. Y.....	Thomas F. Ryan
St. John's College, Fordham University.....	New York City.....	Edward P. Tivnan
St. John's College.....	Washington, D. C....	Brother D. Edward
St. John's School.....	Manlius, N. Y.....	William Verbeck
St. Joseph's College.....	Philadelphia, Pa. (18th & Thompson Sts.)..	Albert G. Brown, S. J.
St. Lawrence University.....	Canton, N. Y.....	E. L. Hulett
St. Luke's School.....	Wayne, Pa.....	Charles Henry Strout
St. Mary's Hall.....	Burlington, N. J.....	John Fearnley
St. Mary's School.....	Peekskill, N. Y.....	Sister Mary Antony
St. Paul's School.....	Garden City, L. I....	Walter R. Marsh
St. Stephen's College.....	Annandale, N. Y.....	B. I. Bell, Ph. D.
St. Thomas College.....	Scranton, Pa. (Wyo- ming Ave.).....	Brother Philip

INSTITUTION	LOCATION	HEAD OF INSTITUTION
Scarborough School.....	Scarborough-on-Hudson, N. Y.....	Morton Snyder
Schuylkill Seminary.....	Reading, Pa.....	Warren F. Teel
Seton Hill College.....	Greensburg, Pa.....	Sister M. Francesca
Shady Side Academy.....	Pittsburgh, Pa. (5035 Castleman St.).....	H. A. Nomer
Shipley School.....	Bryn Mawr, Pa.....	Eleanor O. Brownell
Shippen School.....	Lancaster, Pa.....	Emily R. Underhill
Sidwells Friends' School.....	Washington, D. C. (1809 I St.).....	Thomas W. Sidwell
Skidmore College.....	Saratoga Springs, N. Y.	Charles H. Keyes
Slippery Rock Normal School...	Slippery Rock, Pa.....	J. Linwood Eisenberg
S. Phila. High School for Girls..	Philadelphia, Pa.....	Lucy L. W. Wilson, Ph. D.
(Miss) Spence's School.....	New York City (30 W. 55th St.).....	Miss Clara B. Spence
Springside School.....	Chestnut Hill, Philadelphia, Pa.....	Mrs. L. P. Chapman
State Normal School.....	West Chester, Pa.....	Andrew T. Smith, Ph. D.
Staten Island Academy.....	New Brighton, N. Y...	John F. Dunn, Ph. D.
Stevens Institute of Technology.	Hoboken, N. J.....	Alexander C. Humphreys, LL. D.
Stevens School.....	Germantown, Phila., Pa.....	Katharine M. Denworth
Stevens School.....	Hoboken, N. J. (6th St. & Park Ave.)...	B. F. Carter
Stony Brook School.....	Stony Brook, N. Y.....	Frank E. Gaebelcin
Storm King School.....	Cornwall-on-Hudson, N. Y.....	Alvan E. Duerr
Swarthmore College.....	Swarthmore, Pa.....	Frank Aydelotte, Ph. D.
Syracuse University.....	Syracuse, N. Y.....	Jas. Roscoe Day, S. T. D., LL. D.
Technical High School.....	Harrisburg, Pa.....	Charles B. Fager
Temple University.....	Philadelphia, Pa.....	R. H. Conwell
Thiel College.....	Greenville, Pa.....	Carl A. Sundberg
Thurston Preparatory School...	Pittsburgh, Pa. (Shady Ave.).....	Alice M. Thurston
Tome School for Boys.....	Port Deposit, Md.....	Murray Brush, Ph. D.
Tower Hill School.....	Wilmington, Del.....	Bertram Fowler
Trinity College.....	Washington, D. C.....	
Trinity School.....	New York City (147 W. 91st St.).....	Lawrence T. Cole, Ph. D., D. D.
Union College.....	Schenectady, N. Y....	Charles Alexander Richmond
University of Buffalo.....	Buffalo, N. Y. (Niagara Square).....	Samuel Capen
University of Delaware.....	Newark, Delaware...	Walter Hullihen, Ph. D.
University of Maryland.....	Baltimore, Md.....	A. F. Woods
University of Pennsylvania.....	Philadelphia, Pa.....	Josiah H. Penniman, Ph. D.
University of Pittsburgh.....	Pittsburgh, Pa. (Grant Boulevard).....	Samuel B. McCormick, D. D., LL. D.
University of Rochester.....	Rochester, N. Y.....	Rush Rhees, LL. D.
University of the State of New York.....	Albany, N. Y.....	Frank P. Graves, Ph. D.
Ursinus College.....	Collegeville, Pa.....	George L. Omwake, Ph. D.
Vail-Deane School (The).....	Elizabeth, N. J.....	Laura A. Vail
Vassar College.....	Poughkeepsie, N. Y...	Henry Noble MacCracken, Ph. D., LL. D.
Villanova College.....	Villanova, Pa.....	F. A. Driscoll, O. S. A.
Wadleigh High School.....	New York City (114th St. & 7th Ave.).....	Stuart H. Rowe
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William Penn Charter School...	Philadelphia, Pa.....	Richard M. Gummere, Ph. D.
William Penn High School....	Philadelphia, Pa. (15th & Wallace Sts.).....	William F. Grey
Wilmington High School.....	Wilmington, Del.....	M. Channing Wagner
Wilson College.....	Chambersburg, Pa....	Ethelbert D. Warfield, LL. D.
Women's College of Delaware..	Newark, Del.....	Winifred J. Robinson
Woodmere Academy.....	Woodmere, N. Y....	Henry Dresser
Wyoming Seminary.....	Kingston, Pa.....	L. L. Sprague, D. D.
Xavier High School.....	New York City (30 W. 16th St.).....	Thomas White, S. J.
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